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ABSTRACT

Written for administrators, learning disabilities (LD) teachers, psychologists, and parents, the guide consists of a plan for providing programs and services for LD children (K-12). LD children are assigned to resource rooms for a portion of each school day with the goal of remediation and return to the educational mainstream. Outlined are five levels of service (from developmental kindergarten programs to private placement) and specific service objectives for each level. A model of an educational core team is presented, and the roles of team members such as the classroom teacher, reading specialist, and psychologist are listed. Organizational options such as the diagnostic-consultive option and the resource option are described and their advantages and disadvantages examined. Among sample proposals for program planning are a parent-school interaction program and an elementary screening program. Detailed are LD teacher qualifications and interview questions and guidelines for starting an LD resource room. Suggestions for planning inservice training include workshop objectives, types of meetings, and a form for inservice evaluation. Charts on admission and screening processes and forms for prereferral and pupil evaluation are among procedural guidelines covered. Appended are lists of organizations serving LD children, professional journals, inservice films, tests, and materials. (LS)

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AN EDUCATOR'S BLUEPRINT

A GUIDE TO PROGRAMS and SERVICES K-12

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LEARNING **D**ISABILITIES

Teachers **A**dministrators

Psychologists **P**arents

by
Estherdale Stephens
Linda Jones

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FOREWORD

This book has been written for administrators, learning disabilities teachers, psychologists, and parents who consider an effective learning disabilities program vital if schools are to help children with perceptual handicaps achieve their full potential. The ideas presented within have evolved through our experiences as consultants, and supervisors as well as our involvement in program development and in in-service training activities. We have found the material to be helpful, time saving, and effective.

Throughout, we have had the support and encouragement of the directors of two special education joint agreement cooperatives which service a total of thirty-one school districts with a population of more than 100,000 children between the ages of three and twenty-one. The directors are Mrs. Janis Freeman (Special Education Cooperative of South Cook County - SPEED) and Mr. George Skertich (Exceptional Children Have Opportunities - ECHO). Portions of the material and some of the checklists were developed in Cook County School District 153 located in Homewood, Illinois where administrators, faculty, and parents offered active support as innovative programs were developed.

Originally, the publication consisted of two separate booklets. We have combined these booklets and expanded the material to make A Guide to Learning Disabilities: Programs and Services K-12.

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OVERVIEW

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DEFINITION

Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions that have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantage.*

* The National Advisory Committee on Handicapped Children, 1967

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PHILOSOPHY

Learning disabled children are usually more like than unlike other children and for this reason the learning disabilities centers have been organized as resource rooms with children assigned to the center for a portion of each school day. In cases where it is apparent that a child requires more time in the resource center and away from the classroom setting, the program must provide the flexibility to meet those needs. The goal of such a program is always to meet the needs of individual youngsters enrolled in the resource room by tailor-making a learning prescription which takes into account the child's learning weaknesses and strengths and which has as its direct goal the remediation of learning disabilities and a quick return to the educational mainstream.

Such a program is instituted with early identification of problems through readiness activities in kindergarten, corrective group teaching procedures and, if necessary, individual tutorial instruction for children needing intensified services. But, by the time the child reaches the intermediate and upper elementary grades, a wider discrepancy between his achievement and that of his contemporaries may make it necessary to intensify the service so that the

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child might be receiving from two to six hours of individual attention each week in the resource room. The emphasis changes again when the youngster reaches junior and senior high school. The learning disabilities resource teacher at these levels is more concerned with helping the child to adjust to bewildering social changes as well as the complicated routines of the secondary schools. Curriculum equivalents, compensatory training and vocational training become more popular at these grade levels because of the demands of advanced academic requirements.

In every type of program, however, the classroom teacher remains responsible for implementation of academic development within the classroom and the learning disabilities specialist should remain responsive and available to the needs of modifying materials and techniques for the learning disabled child. And within the resource centers, the learning disabilities teacher will provide training designed to develop the child's abilities in his weak areas, approaching these through his areas of strength. Training materials and activities should be presented in a meaningful hierarchical order, helping the child develop his learning skills in such a way as to provide for effective carry-over into the classroom.

Obviously, a close working relationship between all members of the staff is vitally important if the child is to receive adequate diagnostic and remedial services. We refer to the members of the staff as the core team and it is to them that this manual is dedicated in the hope that potential sources of conflict can be resolved and the implementation of a useful program can be more easily facilitated.

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OBJECTIVES

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GLOBAL OBJECTIVE

The learning disabilities specialist has the responsibility for the provision of screening, diagnostic, developmental, and remedial supportive services for children psychologically identified as manifesting learning deficits in basic process areas related to successful functioning in the regular classroom as defined on page 1.

Specialized training in the deficit areas utilizing the student's learning strengths is to be provided with the major objective of returning the student to the educational mainstream as soon as feasible. Continued provision of follow-up services as need indicates should be included in the over-all plan.

Whenever possible, the child should receive this specialized training within a resource room while spending the greatest portion of the school day within the regular classroom setting. Supportive services provided might include those of the learning disabilities specialist, the social worker, the school psychologist, speech teacher, and other appropriate personnel as well as modification of the standard curriculum.

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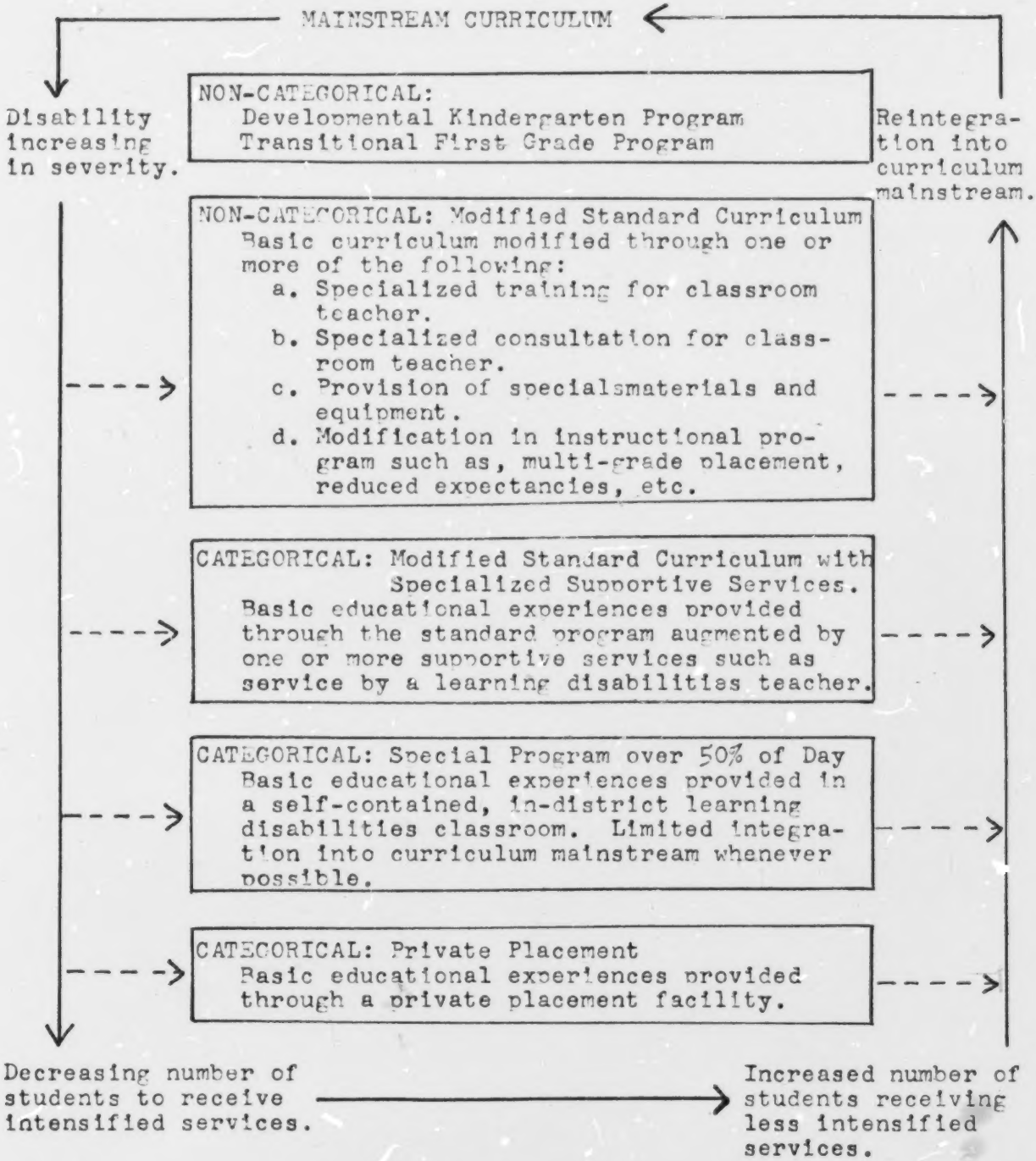
TYPES of SERVICES


MAINSTREAM CURRICULUM
Disability increasing in severity.
Reintegration into curriculum mainstream.
NON-CATEGORICAL:
Developmental Kindergarten Program
Transitional First Grade Program
NON-CATEGORICAL: Modified Standard Curriculum
Basic curriculum modified through one or more of the following:
a. Specialized training for classroom teacher.
b. Specialized consultation for classroom teacher.
c. Provision of specialsmaterials and equipment.
d. Modification in instructional program such as, multi-grade placement, reduced expectancies, etc.
CATEGORICAL: Modified Standard Curriculum with Specialized Supportive Services.
Basic educational experiences provided through the standard program augmented by one or more supportive services such as service by a learning disabilities teacher.
CATEGORICAL: Special Program over 50% of Day
Basic educational experiences provided in a self-contained, in-district learning disabilities classroom. Limited integration into curriculum mainstream whenever possible.
CATEGORICAL: Private Placement
Basic educational experiences provided through a private placement facility.
Decreasing number of students to receive intensified services.
Increased number of students receiving less intensified services.

SERVICE FLOWCHART

The above flowchart lists five specific levels of service to be made available with increasing and decreasing amounts of specialized assistance to students according to the severity of the learning disability. The student is to be provided with the type of program best suited to his needs and returned to the curriculum mainstream in as short a time as possible.

SPECIFIC SERVICE OBJECTIVES

In reference to the "Global Program and Service Objective," specific service objectives are:

I. NON-CATEGORICAL: DEVELOPMENTAL

A. Developmental
   1. Provide learning experiences in process areas (motor, tactile-kinesthetic, auditory-cognitive, and visual).
   2. Provide social-emotional experiences which promote independence and a positive self-concept.

B. Identification
   1. Of task strengths required for success at this level and as a basis for future academic growth.
   2. Of children who lack the requisite task strengths as determined through screening or testing by L.D. specialist and/or psychologist.

C. Prevention
   1. Provide specific materials and methods for classroom teachers to utilize in developmental-remedial training for minimal risk youngsters.
   2. Provision for small-group instruction for moderate-risk youngsters.
   3. Direct intervention by learning disabilities resource room teacher for high-risk children identified by the psychologist.

II. NON-CATEGORICAL: Standard Program with Modifications. The child receives his basic educational experiences in a standard program. However, these experiences are modified through one or more of the following measures:

A. Additional or specialized education of the teacher.

B. Consultation between the teacher and learning disabilities specialist.

C. Provision of special equipment and materials.

D. Modification in the instructional program (e.g. multi-age placement, expectations, grading, etc.).

III. CATEGORICAL: Standard Program with Supportive Services

A. Diagnostic Service
   1. Classroom observation: Classroom functioning should be directly assessed by a staff member prior to individual testing and evaluation.
   2. Screening (including an assessment of potential and achievement) may be done prior to psychological evaluation.
   3. Diagnostic teaching by the learning disabilities specialist and/or other appropriate personnel may be provided to ascertain the student's specific learning strengths and weaknesses and possible approaches for the classroom teachers.
   4. In-depth diagnosis may be pursued to amplify the psychologist's findings.

B. Instructional Service - Resource/Itinerant
   1. Self-concept shall be developed through an instructional sequence composed of small steps so that the child experiences success at each point on the continuum of skills.

2. Student-based objectives shall be clearly stated and understood by teacher and student. A well-formulated objective should state the task, the conditions for performance, and the criteria for evaluation.
3. Objectives may have three purposes depending upon the child's disability and grade level.
   a. Remediation
      (1) Process - Training in the process areas of motor, kinesthetic, visual, auditory (language-cognitive), and integration should lend itself to transfer to the classroom areas of study.
      (2) Training and development in basic skills essential for success in math, and/or oral/written language.
   b. Compensatory training may be provided to promote successful functioning in the classroom setting. This might include such activities as typing, taping, and filming.
   c. Vocational training might be implemented to meet the needs of specific secondary age youngsters.

C. Consultation
1. Teacher and student conferences dealing with personal growth, the attainment of objectives and future goals shall be an integral part of this service.
2. The learning disabilities specialist shall be available to consult with the Pupil Personnel Services staff and regular classroom teachers for the purposes of planning, programming and evaluation of programs and individual student performance.
3. Parents, teachers, or specialists may wish to initiate a conference when a child's needs so indicate.

IV. CATEGORICAL: Special Program (Self-contained class - over 50% of school day)

A. Self-concept shall be developed through an instructional sequence composed of small steps so that the child experiences success at each point on the continuum of skills.

B. Student-based objectives shall be clearly stated and understood by teacher and student. A well-formulated objective should state the task, the conditions for performance, and the criteria for evaluation.

C. Objectives may have three purposes depending upon the child's grade level and disability.
1. Process - Training in the process areas of motor, kinesthetic, visual, auditory (language-cognitive), and integration should lend itself to the classroom areas of study.
2. The development and emphasis on skills essential for success in the tool subjects of language arts and math.
3. Inclusion of all aspects of the curriculum using those individualized methods which are best suited to remediate and/or compensate for the child's learning handicap.

D. Gradual reintegration into the regular classroom when possible. The major objective shall be full integration in as short a time as possible.

V. CATEGORICAL: Private Placement

All students considered for private placement will be evaluated by the SPEED staff and a district-joint agreement conference shall precede placement under H.B. 2671. The placement will be reviewed at least annually; more frequently as deemed necessary.

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ROLES

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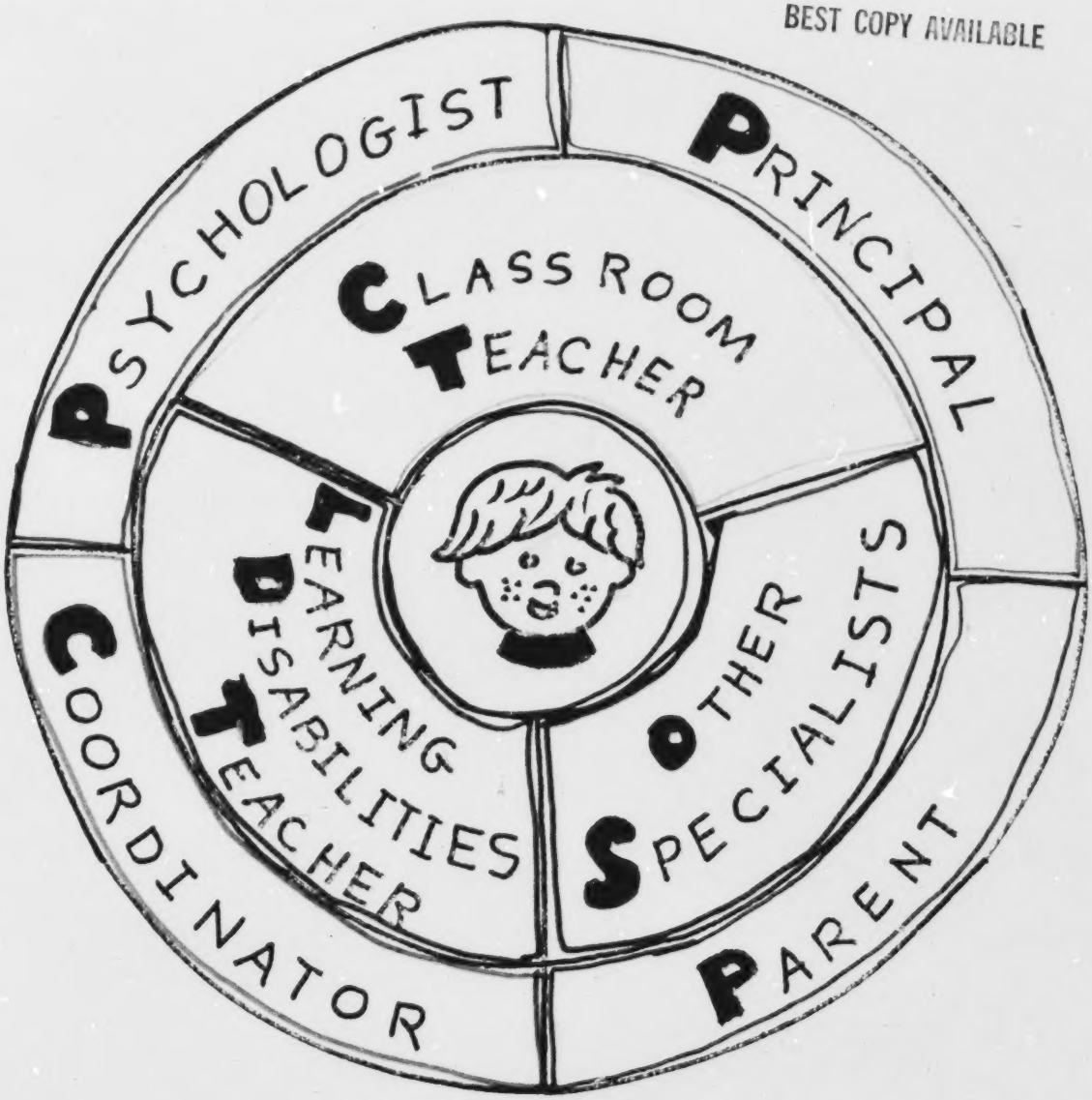

MODEL OF AN EDUCATIONAL CORE TEAM

The combined efforts of an educational core team consisting of the classroom teacher, psychologist, building principal, administrative coordinators, and the learning disabilities specialist focus upon educational programming on behalf of the targeted student. The classroom or homeroom teacher remains the central member of the core team. While most business can be carried out by this core team, contributions of the full team are requested when necessary. A full team might include other staff personnel such as the speech teacher of social worker, as well as the parents and out-of-district professionals such as medical doctors and neurologists.

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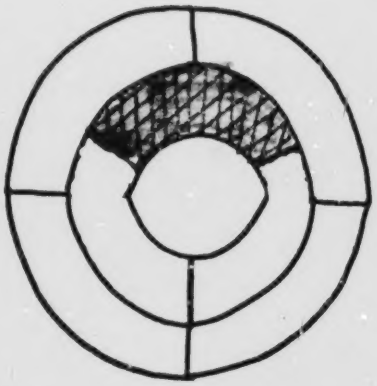

CLASSROOM TEACHER

ROLE OF THE CLASSROOM TEACHER

1. Resopnsibility for implementation of the instructional program in the classroom.

2. Provision for activities in the classroom for reinforcement of learning skills being developed in the resource center.

3. Maintain a personal contact with the learning disabilities teacher aimed at coordination of efforts on behalf of the child.

4. Act as the central member of the CORE TEAM, keeping the principa informed as to program of the child and to secure his endorsemen of team recommendations where feasible.

5. Request information as to methods, materials, and activities from the resource teacher when this information is needed.

6. Return ALL written records provided by the learning disabilities teacher to the resource center prior to the closing of the schoo year. (These records are to be considered confidential and not to be placed in the pupil's office cummulative folder.)

7. Through the building principal, make referrals for children suspected as having a learning disability. (See page for procedure.)

8. Request staffings for review of the student's program when required for his effective functioning within the classroom.

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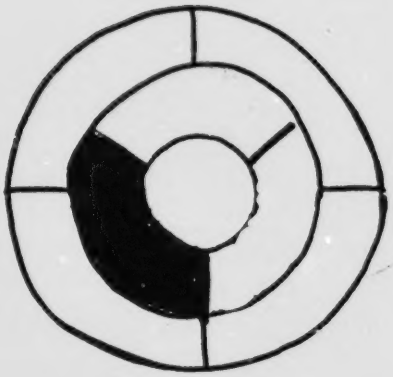

L.D. TEACHER

ROLE OF THE LEARNING DISABILITIES TEACHER

1. Provide tutorial service individually or in small groups for youngsters psychologically identified as having a learning disability.

2. Make in-depth evaluations of perceptual-motor and/or psycholin quistic learning abilities, selecting appropriate assessment tools and providing interpretation of the results.

3. Prepare written reports and hald conferences to inform classroom teachers of child's assets and deficits.

4. Offer assistance to classroom teachers in the modification of classroom and homework assignments and activities as well suggestions for modified materials.

5. Integrate tutorial training in the deficit area with subject area content whenever possible.

6. Provide for flexibility but continued structure to meet the specific needs of the child, organizing training materials in meaningful order and teaching toward effective carry-over into the classroom.

7. Prepare student-based objectives for each student enrolled in the program.

8. Hold parent conferences for each student enrolled in the tutorial service. Include a discussion of the problem, the educational program, and ideas for home reinforcement of the educational training.

9. Make a written progress report for each studentwhen regular progress reports are issued. Base the report upon the established student-based objectives.

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L.D. TEACHER - Continued

10. Help the students to understand the nature of their difficulties as well as their strenghts , assisting the establishment of realistic goals.

11. Scheduling of tutorial, supportive, and consultive programs and services with the approval of the building principal.

12. Provide advisory service to program aides.

13. Explanation of the building program in learning disabilities to parent groups.

14. Collect and store all confidential records prior to the year's end.

15. Prepare reports with claritiy and accuracy.

16. Attendance at department level meetings for the purposes of the continued development of district programs, coordination of existing programs, and continued professional growth through the mutual dissemination of current materials, ideas, and literature in the field.

17. Cooperate closely with other specialists providing the bridge between services offered by the speech therapist (language disability), and the reading specialist (reading disability).

18. Cooperate closely with the physical education department in developing performance-based objectives for students with learning disabilities which are manefested as motor handicaps.

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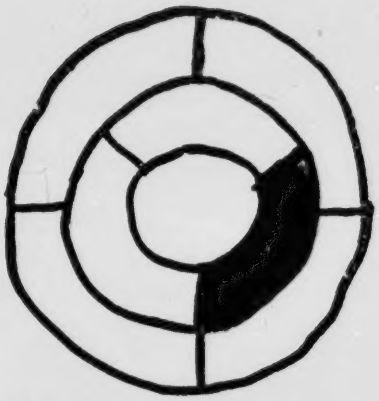

OTHER

As related to learning disabilities programs and services

ROLE OF THE READING SPECIALIST*

1. Work with the learning disabilities teacher to provide a comprehensive reading program for learning disabled children.
2. Cooperate in the diagnosis of reading problems.
3. Actively participate in staff conferences.
4. Provide leadership in developing a district-wide reading program which is individualized to meet the needs of all students.
5. Work with speech therapist so that language roadblocks to reading are eliminated.

*It may be necessary when both learning disabilities and reading specialists are on the staff to define which children are to be helped by which specialist. For instance, milder disabilities in reading may be referred to the reading teacher who often has a heavier caseload. Or if reading is not discrepant with intelligence, the reading specialist may be used to support the slow learner in the regular class. Finally, the work might be divided so that learning disabilities teachers take more basic readers who still have not acquired the sound-symbol (grapheme-phoneme) relationship.

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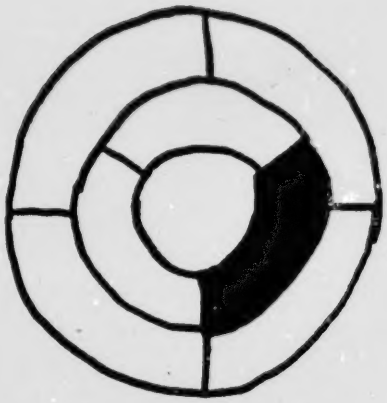

OTHER

As related to learning disabilities programs and services

ROLE OF THE SPEECH THERAPIST

1. Cooperate in the diagnosis of language problems.
2. Cooperate in the remediation of language disabilities.
3. Cooperate in in-service leadership so that classroom teachers are aware of techniques which may be helpful to children identified as having language communication disabilities.
4. Actively participate in staff conferences.
5. Provide consultative service to learning disabilities staff and classroom teachers who help language disabled children.
6. Work cooperatively with reading specialist so that language disabled children may learn to read.

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OTHER

As related to learning disabilities programs and services

ROLE OF THE PHYSICAL EDUCATION TEACHER

1. Provide a perceptual physical education program with the cooperation of the learning disabilities teacher.
2. Provide screening for learning disabled children with gross and fine motor problems.
3. Provide in-service for primary teachers about the remediation of motor disabilities.
4. Promote parents' understanding of the importance of the motor base for future school and social success.
5. Schedule perceptual gym classes at times when children need a break from classroom routine.

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PSYCHOLOGIST

ROLE OF THE PSYCHOLOGIST

1. Responsibility for the initial evaluation of children with learning disabilities acting upon request of the program coordinator.
2. Parent Conferences: Discussion of the problem, psychological test results, recommendations, etc.
3. Attendance at staffings of educational personnel. Discussion of the problem, educational implications, etc.
4. Submit a written report to the school presenting results of the psychological and supplying appropriate recommendations.
5. Make time available for consultive help when this service is requested by one of the educational core team members.
6. Assist the district in program planning and projections.

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PRINCIPAL

ROLE OF THE BUILDING PRINCIPAL

1. Participation in efforts aimed at expansion of the learning disabilities program and/or program redirection.
2. Facilitation and encouragement of team efforts.
3. Provision of screening time required for developmental programs.
4. Approval of the learning disabilities teacher's schedule.
5. Scheduling of staff meetings as required for program orientation and/or operation.
6. Provision of space and materials for learning disabilities classes.
7. Provision for space and materials for classes conducted by paid and/or volunteer aides.
8. Final contractual agreement (verbal) with volunteer aides.
9. Assist in facilitation of referrals from staff to the learning disabilities specialist.

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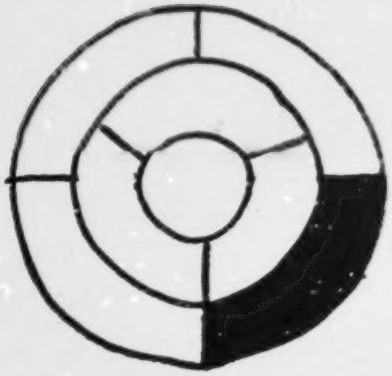

PARENT

ROLE OF THE PARENT

1. Help the child adhere to a regular routine, keep distracting influences to a minimum, maintain consistency in handling, and provide home responsibilities which can be achieved with some measure of success.

2. Enhance the child's ability to learn through provision of an enriched and varied experiential background.

3. Help the child develop a positive self image through the offering of kindly task direction and reinforcement, thereby giving him a feeling of importance and pride in achievement.

4. Assist the child in the establishment of realistic goals as he strives to achieve his full potential.

5. Make careful observations of the child's behavior to assist professionals in selection of and/or regulation of medication, physical therapy activities and social adjustments.*

6. Participation in local parent-school conferences, meetings, discussions groups, and/or reading of literature to gain insight concerning the child's dysfunction as this affects academic learnings as well as social behavior.

* New research indicates that diet is extremely important. The conscientious professional will work with the parent in a trial and error approach to determine which changes prove most effective for the individual child.

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COORDINATOR

ROLE OF THE LEARNING DISABILITIES COORDINATOR

1. Remain current with major theories and points of view with relation to the field of learning disabilities.
2. Remain current with related fields of education.
3. Act as liaison through bulletins and personnal contact with all levels of district personnel.
4. Maintain liaison activities relevant to District and community organizations.
5. Coordinate planning for the continued development of the District learning disabilities program.
6. Be available, upon request, for the development of in-service workshops to train teachers in methods of identification, selection of materials, and methods of remediation for learning disabilities.
7. Provide consultation and/or demonstrations to learning disabilities personnel upon request.
8. Secure and coordinate services of volunteer aides as needed.
9. Attend staffings by invitation of the building principal when a learning disabilities is suspected.
10. Prepare reports with clarity and accuracy.
11. Maintain a current library of professional literature, research programs, learning disabilities manuals, and diagnostic tools for use by the learning disabilities and/or general staff.
12. Provide for equipment, consummable materials, and other supplies as required in the tutorial and supportive services.

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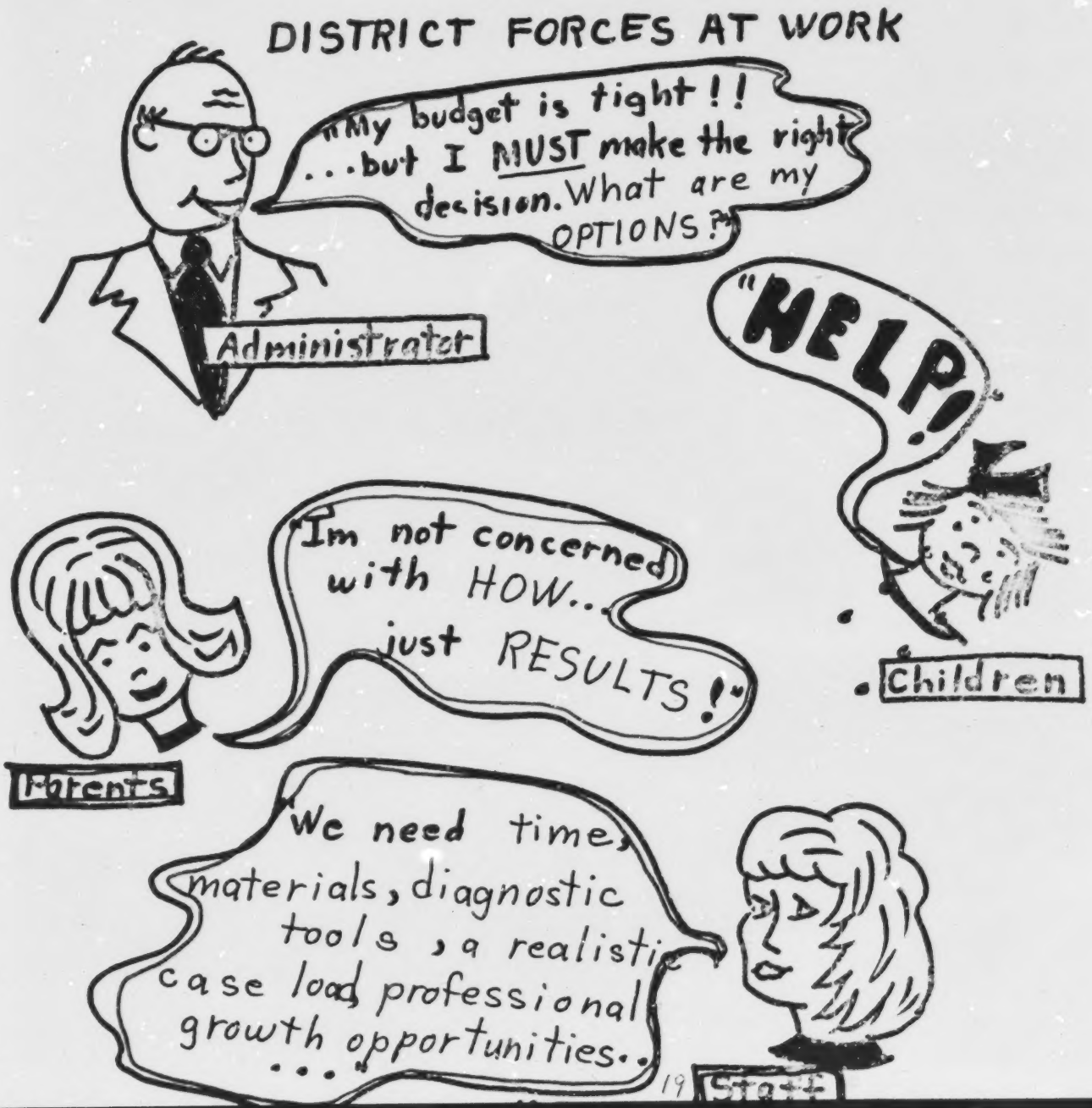
ORGANIZATIONAL OPTIONS

No one organizational model will adequately meet the needs of ALL identified learning disabilities youngsters. It is essential that a combination of organizational models be made available with children assigned according to need as outlined in the Service Flow Chart on page 5. The variety of options offered will be contingent upon the forces at work within the District.


DISTRICT FORCES AT WORK
"My budget is tight!! ...but I MUST make the right decision. What are my OPTIONS?"
Administrator
"HELP!"
Children
"Im not concerned with HOW.. just RESULTS!"
Parents
We need time, materials, diagnostic tools, a realistic case load, professional growth opportunities...
Staff

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ORGANIZATIONAL OPTIONS

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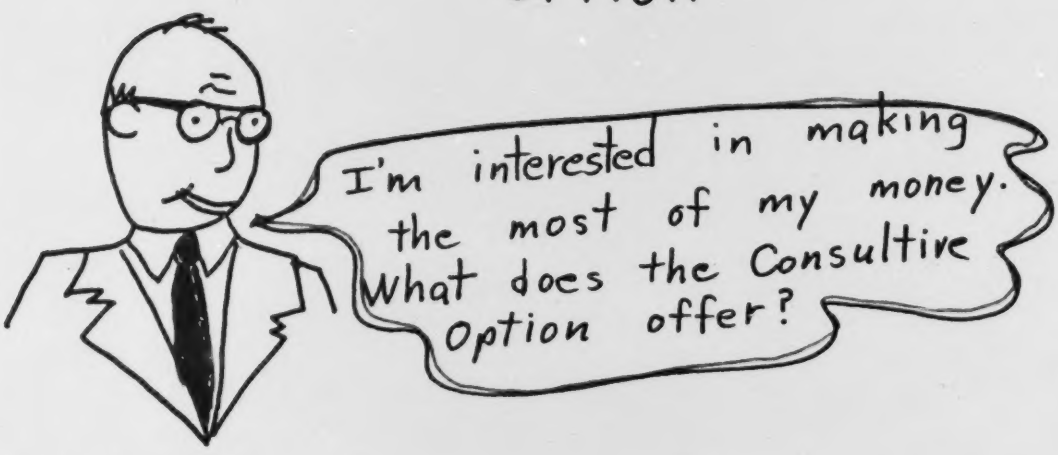
DIAGNOSTIC - CONSULTIVE OPTION



DESCRIPTION:

A diagnostic consultant provides services to the child indirectly through the classroom teacher. Children are referred to the diagnostic consultant for an in-depth assessment of learning assets and deficits.

The person should have at least two years experience in both the classroom and the learning disabilities special education room. Moreover, this consultant should be creative, dynamic, and a leader who works well with a broad range of people.

ADVANTAGES:

1. Provides indirect service to a large number of youngsters - perhaps sixty or more.

2. Provides for in-depth diagnosis of learning problems and areas of strength.

3. Provides initial suggestions for program modification, realistic student based objectives, materials, and methodology - an individual "prescription for learning."

4. Provides on-going consultive opportunities for classroom teachers in implementing individualized prescriptive programs.

5. Provides administrators with assistance in determining class placement for youngsters psychologically identified as having learning disabilities.

6. Provides on-going in-service training as classroom teachers apply the suggested materials and methodology to youngsters not psychologically identified.

7. Students remain in the neighborhood school.

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8. Reintegration procedures are not required because youngsters never leave the curriculum mainstream.

9. Provides coordination of all special services to learning disabilities children.

10. Provides leadership for all team members.

DISADVANTAGES:

1. Does not meet the requirements essential for youngsters who are mildly, moderately, or severely handicapped and are in need of direct service.*

2. Requires dynamic leadership in child development, assessment, methodology, curriculum, and evaluative interpretation.

3. Few people possess the leadership qualities which can make this type of program effective.

4. Requires a structured and on-going in-service training program for regular classroom teachers to understand characteristics of learning disabilities as well as curriculum modification adaptations.

5. Regular class size must be reduced so classroom teachers may follow through with the training program as prescribed by the diagnostician.

* This one disability may outweigh all of the positive aspects which this service provides.

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ITINERENT OPTION

DESCRIPTION:

Youngsters psychologically identified as being mildly or moderately handicapped receive the specialized services of a "traveling" learning disabilities specialist who works in more than one building. Youngsters are assigned to the itinerent teacher for a daily block of time, usually one half hour in length. Individual student based objectives are established and a prescribed program of training in the deficit area is approached utilizing the sensory area of strength. Reintegration into the full curriculum in as short a time as possible is the goal.

ADVANTAGES:

1. The student remains in the neighborhood school.
2. Provides service to mildly or moderately handicaped students in a one-to-one or small group setting.
3. Students remain in the mainstream curriculum for the greater part of the school day.
4. Makes possible a limited program for diagnostic, consultive, and in-service assistance at the building level.
5. Can offer direct service for from 10 to 15 youngsters as opposed to the 10 in a self contained setting.
6. Parents more readily accept this placement because the student is not totally removed from the mainstream.
7. Allows small attendance units to jointly provide direct service to youngsters - - something otherwise financially untenable.

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DISADVANTAGES:

1. Adequate travel time allowance reduces case load.
2. Multi-building assignment reduces opportunities for the specialist to interact with other staff members.
3. Service is not adequate for severely handicapped youngsters.
4. The influence of the specialist is diminished due to limited opportunities for "on-the-spot" consultations.
5. Time must be scheduled for classroom visitations and consultive services . (About 10% of the time.)
6. Time must be scheduled for diagnostic services. (About 5 to 10 % of the time.)
7. Duplicate training materials must be supplied for each building served.
8. Duplicate physical facilities are required for each attendance unit served.
9. The teacher does not identfy with any one building or staff and often feel "left out."
10. Flexibility decreases due to a variety of building schedules and general organizational structures.

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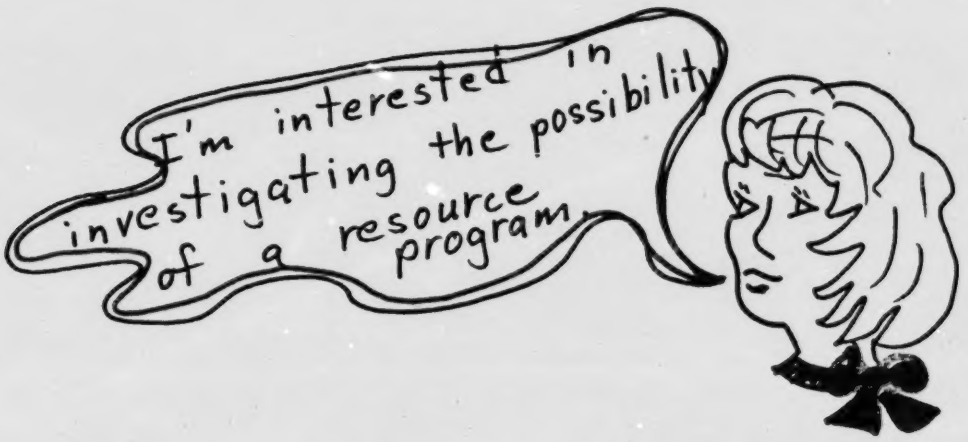
RESOURCE OPTION



DESCRIPTION:

Psychologically identified students assigned to regular classrooms are scheduled into a learning disabilities resource room for daily periods of training, usually about one half hour in length although in extreme cases, students needs might require up to two or three hours per day. Small group and/or individual instruction in the deficit areas and/or compensatory training that cannot be accomplished within the regular classroom setting is provided by a learning disabilities specialist. Again, the global objective is to complete the training in as short a time as possible followed by complete reintegration into the mainstream. In the resource option, the teacher services just one building.

ADVANTAGES:

1. One teacher can provide direct service for from 15 to 25 students dependent upon the teacher's strengths and upon student needs.

2. Provides adequate service for mildly to moderately handicapped students for short periods of time while they remain within the curriculum mainstream.

3. Students remain in attendance in the neighborhood school.

4. Allows for flexibility in scheduling according to number and severity of handicaps.

5. No duplication of space or materials is required.

6. In addition to direct service to identified youngsters, indirect services relating to early identification and regular teacher consultations is possible through classroom visitations, conferences, and in-service training leadership.

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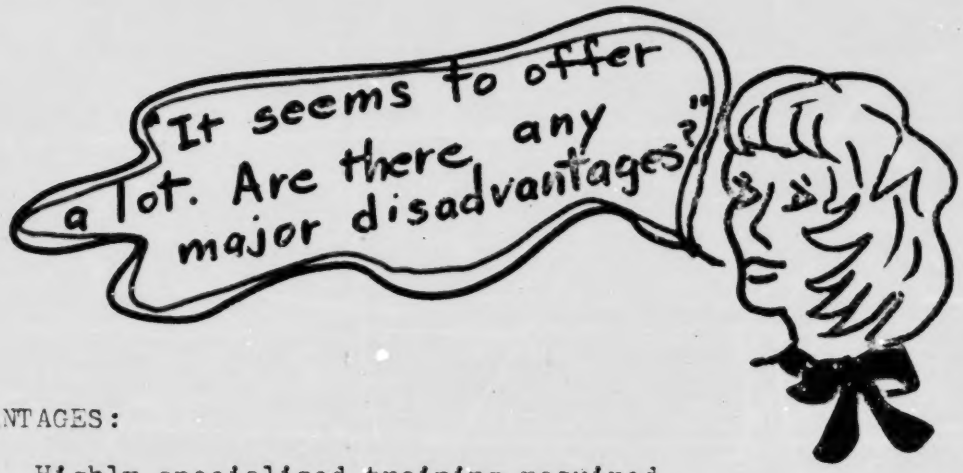
7. Parents more readily accept this placement because the child remains in the mainstream while receiving help in the deficit areas.

8. The teacher identifies with the building staff allowing for informal staff interaction concerning problems related to the function of the resource room.

9. Provides service as a catalyst for change in the regular classroom.



DISADVANTAGES:

1. Highly specialized training required makes teacher recruitment difficult.

2. Territorial conflicts may arise between various specialists and/or teachers.

3. Children may have to be bussed to another school to receive service if no program exists in the neighborhood school.

4. Very severe learning disabilities cannot be adequately remediated in this program.

5. May be costly if children must be bussed or if the school has a small population base.

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SELF-CONTAINED OPTION

DESCRIPTION:

The learning disabilities teacher is assigned a core class with a maximum of ten students, all within a three year age span, who have been psychologically identified as having learning disabilities. In addition to providing training in the areas of disability, the teacher is responsible for instruction in all areas of the curriculum. Students remain within the assigned learning disabilities classroom for most of the day with the possible exception of short, released periods when the youngsters may be scheduled into selected areas of the curriculum mainstream.

If learning disabilities youngsters are released for participation in the regular curriculum, limited numbers of regularly placed students may be scheduled in the learning disabilities classroom for short, intensive training in various basic learning processes. This should only be done if the case load of self-contained children is less than seven or if the self contained classroom meets for only half day sessions.

ADVANTAGES:

1. Provides service for moderate to severly handicapped youngsters in need of this for three or more hours per day.
2. May provide short-term service for minimally handicapped as class load permits.
3. Allows for effective consultation for both students and receiving teacher during the reintegration process.

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4. The teacher is identified with the building and the staff with resultant interaction between special education and the regular staff.

5. May provide a resource for in-service training, consultive service, and diagnostic service.

6. Students may participate in building activities such as assemblies, Christmas programs, and school lunch programs.

7. Fits within the traditional building organizational model due to the regularly assigned class list.

8. Provides a structured routine for children in need of this type of program.

9. Reduces the peer competition present in a regular classroom.

DISADVANTAGES:

1. Costly due to the limit of ten or fewer students to one teacher.

2. May necessitate student bussing to a class outside the residential neighborhood for placement.

3. Students tend to feel isolated from their peers.

4. Parents frequently object to youngsters full time removal from the regular classroom.

5. Reintegration into the mainstream is a more difficult and lengthy process following training in a self-contained setting, particularly if the child has been bussed from his own school.

6. Difficult for the child to overcome peer stereotype associated with his former placement in a self-contained class.

7. Students outside the special education room tend to refer to the special setting as a room with lowered esteem.

8. If new problems arise following reintegration, it may be difficult for the child to return to the self-contained room for supportive services.

9. Limits interaction between the learning disabilities teacher and regular classroom teachers.

10. Contrary to early expectations, research suggests that achievement is not enhanced by self-contained placement.

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PROGRAM PLANNING

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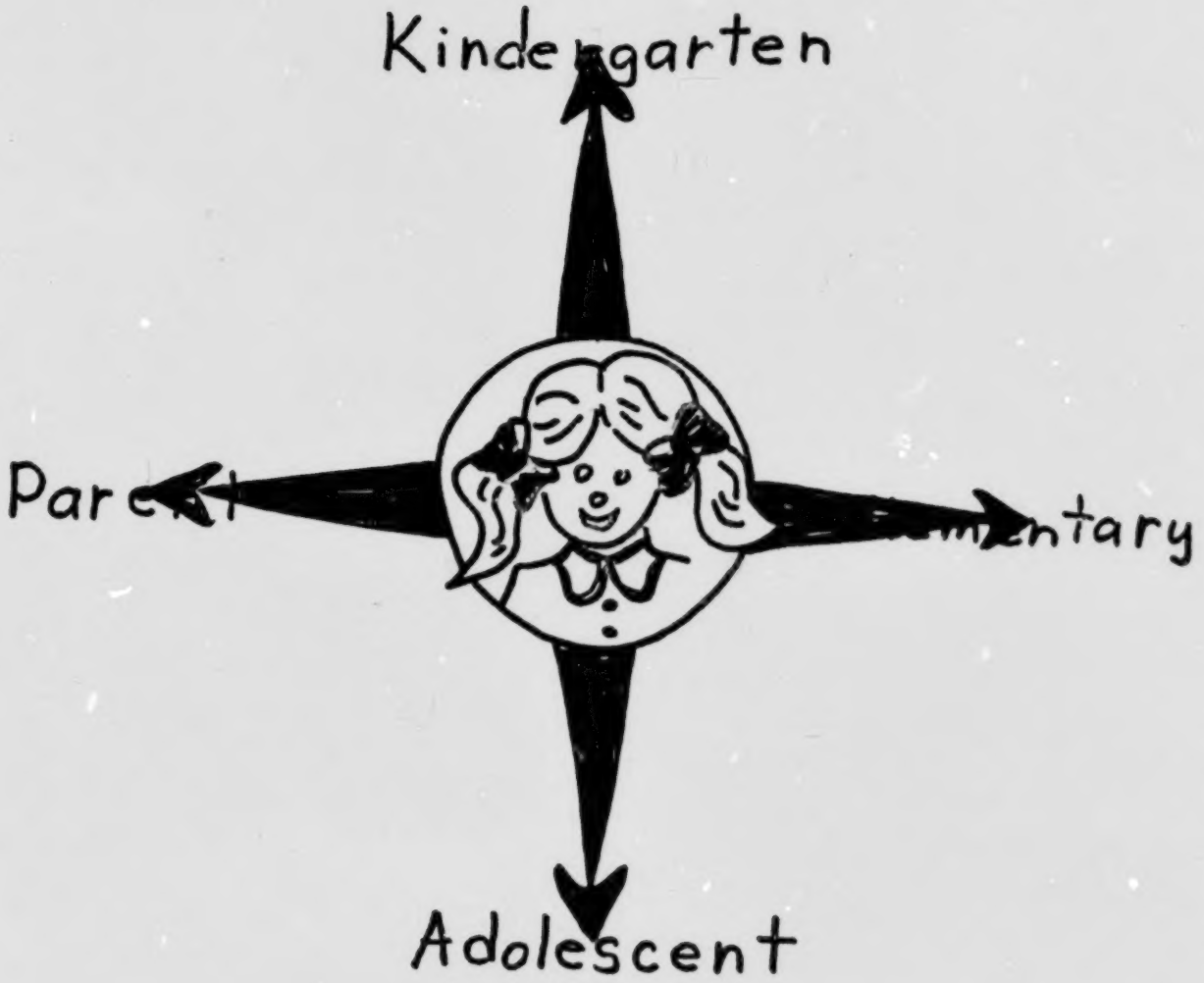
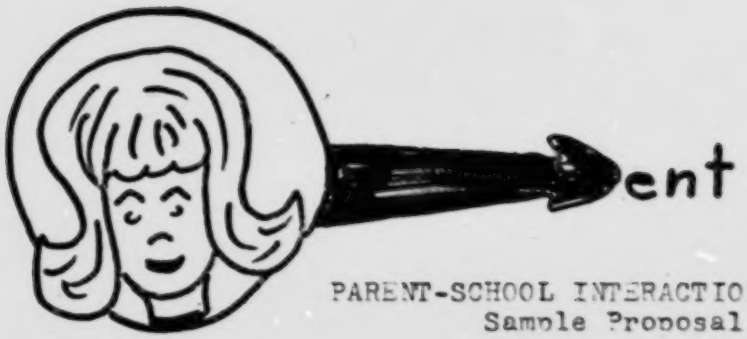


As the development and implementation of learning disability programs continues to progress at an ever increasing rate across the United States and Canada, it becomes imperative that administrators, teachers, psychologists, and parents plan adequately prior to program implementation. Sample proposals for utilization in the initial planning stage follow on pages 28 through 36.

In the actual program plan, a method of program effectiveness should be included. This evaluation should become an on-going part of the master plan. A sample evaluation form is provided on page 33.



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PARENT-SCHOOL INTERACTION PROGRAM
Sample Proposal

_____
Date

To: Superintendent

From: Special Education Chairman, P.T.A.

Re: Parent-school partnership related to learning disabilities programs.

Name: Parents as Partners

Purpose: To present a program involving the parents as active and participating members of the child's educational team. This involves mutual respect in working toward a common goal with interaction directed toward an "educational partnership." (Refer to page 17.)

Scope: To explore the value of parent partnerships:

a. Through awareness of environmental influences that affect the child's academic role, especially in reading.

b. As motivators through provision of a "hidden curriculum" of "family fun" learning experiences.

c. Through the assurance of establishment and acceptance of realistic, individual student-based goals to be dependent upon the ability of the child.

d. By insuring parent involvement in decisions related to his/her child's academic course pattern.

Methods:

a. District presentations made to small special education groups.

b. Newspaper articles, flyers, and other printed material.

c. Radio panel discussion groups including parents and educators.

d. Large group presentations including both "partners"

to be sponsored by the local P.T.A., and/or other service groups such as the Lions Club, Rotary Club, Jr. Women's Club, etc.

e. Series of parent group classes to explore such topics as the Importance of Specific Environmental Influences on Academic Performance.

f. Individual conferences stressing the "partnership" approach.

Implementation date:

Program Coordinator:

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KINDERGARTEN DEVELOPMENTAL PROGRAM
Sample Proposal

_____
Date

To: Curriculum Council

From: Director of Student Support Services

Re: Developmental Kindergarten Program

Name:

Purpose: The purpose of this proposal is to present a program designed to:

A. Provide ALL kindergarten youngsters with a structured and sequential program, preventive in nature, aimed at perceptual training in readiness skills.

B. Provide for more effective first grade placement and/or early corrective training in basic learning processes aimed at the prevention of future failure in academic areas.

C. Provide for early identification of youngsters with moderate to severe learning disabilities so specialized services may be provided during the crucial early formative years.

Scope: Motor, tactile, auditory, visual, cognitive, and integrative training activities.

Suggested implementation date:

Suggested instructional time: 20 minutes daily.

Youngsters to be included: All kindergarten children.

Instructors: The building learning disabilities resource teacher assisted by the kindergarten teacher.

Teacher preparation: In-service training for all kindergarten teachers involved in the program to be conducted through the learning disabilities department.

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PRESENTATION AND DISCUSSION MEETING
Sample Flyer

Date _____

Dear Parents,

District _____ is implementing an entirely new perceptual development program for kindergarten youngsters in the fall. This is a pilot program designed to be classroom supportive in nature. Two of the four District classes will be actively involved.

For twenty minutes each day, the classroom teacher, District specialists, and children will work together toward improvement of basic readiness skills. This training will utilize all sensory approaches to learning emphasizing motor, tactual, auditory, and visual areas as these will later apply to the basic learning processes involved in the more formal learning tasks in language arts and math.

You are invited to a presentation of this program for kindergarten parents on Tuesday evening at 8 p.m. in the _____ School multi-purpose room. Immediately following the presentation, we will reassemble in small discussion groups to discuss the specific questions you may have.

hop
jump

skip
gallop

Left → B → Right

A C

Beginning Middle End

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KINDERGARTEN DEVELOPMENTAL PROGRAM
Evaluation

School Year _____ Kindergarten Teacher _____
Building _____ Date _____

To: Kindergarten Staff

From: Learning Disabilities Department

Re: Staff Evaluation of Kindergarten Developmental Kindergarten Program - Pilot

It would be helpful to the learning disabilities department if you would check the appropriate items below so the learning disabilities specialists can determine the value of efforts being made by this department through the work with your youngsters during the first half of the school year.

1. In your opinion, should the Pilot Program be
   _____ a. discontinued.
   _____ b. expanded to include ALL kindergarten youngsters.

2. Have you observed positive results that you feel are, in part, attributable to the children's participation in the program?
   (Circle) yes no

3. Is the time of ½ hour per day adequate? yes no

4. Is the material presented on an appropriate level for 4 and 5 year old children? yes no

5. Check areas below in which you have noticed positive results.

   BODY IMAGE
   _____ Ability to identify body parts on self.
   _____ Ability to identify body parts on pictures and on others.
   _____ Ability to locate body parts on self.
   _____ Ability to locate body parts on pictures and on others.
   _____ Improved ability to draw body parts correctly on a picture of a person.

   LATERALITY
   _____ Can identfy left and right hands, feet, etc. on self.
   _____ Can identfy left and right hands on others.
   _____ Ability to locate left and right side of objects outside self such as on a desk, chair, etc.

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DIRECTIONALITY

_____ Ability to understand and use directional terms such as up, down, in, out, under, edge, on, at, behind, and over in relation to self.

_____ Ability to use directional terms as these apply to an object in relation to a second object or person.

_____ Understanding of beginning, middle, and end as related to a line of children.

_____ Understanding of beginning, middle, and end as related to a line of symbols, letters, or digits.

GROSS MOTOR

_____ Improved ability to hop.

_____ Improved ability to skip.

_____ Improved ability to jump.

_____ Improved ability to gallop.

AUDITORY SKILLS

_____ Increased auditory attention span.

_____ Improved sound discrimination.

_____ Improved association of letter sound with symbol.

_____ Improved ability to follow auditory directions.

_____ Improved auditory memory.

_____ Verbal expression - ability to use the vocabulary terms for direction, position, liknesses, etc.

VISUAL SKILLS

_____ Left to right eye movements in crayon and pencil activities.

_____ Left to right progression for reading symbols, letters, and digits.

_____ Left to right progression for writing letters as in name.

_____ Improved visual discrimination - Liknesses of symbols etc.

_____ Improved visual memory.

_____ Form perception - improved ability to recognize circles, squares, triangles, etc.

_____ Lengthened attention span.

OTHER

_____ Ability to organize materials, tasks, and self.

_____ Ability to sequence tasks, materials, and thinking.

_____ A willingness to try - improved self confidence.

6. Comments (be specific) _____

_____

_____

_____

_____

_____

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ELEMENTARY SCREENING PROGRAM

Sample Proposal

_____
Date

To: Principal, _____ School

From: Learning Disability Coordinator

Re: Screening Program for Elementary Youngsters

Name:

Purpose: To present a screening program aimed at the early detection of potential underachievers, pointing up areas of possible future adjustment difficulties. Thus, through early training, preventive in nature, future learning problems may be avoided.

Organization:

a. Orientation provided by learning disability teacher.

b. Pre-screening by classroom teachers using the Stephens Perceptual Development Pupil Rating Scale, pages 63 through 65.

c. Gross motor survey to be completed by physical education teacher.

d. Learning disability teacher evaluates results, selecting high risk youngsters.

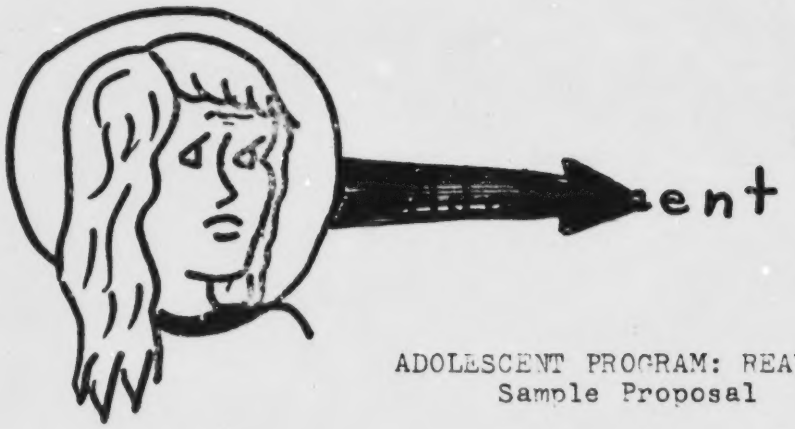
e. Establishment of follow-up, small group training program for "high risk" students. Training to be provided by learning disability teacher.

Youngsters to be included:

Implementation date:

Suggested training group size: Not to exceed five students.

Suggested time allowance: Minimum of 60 minutes per week.



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ADOLESCENT PROGRAM: READING
Sample Proposal

_____
Date

To: Curriculum Council

From: Learning Disabilities Coordinator

Re: Program for Perceptual Development in Reading

Name:

Purpose: Provide a perceptually oriented developmental program built upon patterning experiences with varied verbal experiences involving the manipulation of ideas for those students in need of such training before they can be expected to function effectively in the Reading Laboratory or in the Learning Resource Center.

Note: This differs from the typical remedial reading approach in that it is based upon methodology and techniques rather than upon a program of materials.

Scope:

a. Use of body imagery in the exploration of word structure.

b. Study of patterns in words, symbols, and sentences.

c. Verbal exploration of thoughts and ideas to develop questions, sequencing of ideas and actions, etc.

Suggested implementation date:

Suggested instructional time: ½ hour , three times per week.

Class Schedule: 10:45 a.m. - 11:15 a.m. Monday, Wednesday, Friday.

Students to be included: Seventh grade students referred through the Learning Resource Center.

Class size: Limited to 5 students per group.

Instructor: Learning Disabilities Teacher

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T E A C H E R

Q U A L I F I C A T I O N S

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LEARNING DISABILITIES TEACHER QUALIFICATIONS

CRUCIAL SKILLS - INTERVIEW QUESTIONS

It cannot be assumed that a candidate possesses the competencies required to meet district needs. Therefore, the superintendent must determine the extent of the skills, knowledges, and experiences of the candidate as these relate to the district expectations for the learning disabilities teacher's role. To aid the administrator in this responsibility, a listing of crucial teacher skills with a sample interview question for each follows on page 38 .* Questions may be utilized in various ways dependent upon district objectives. Several suggestions follow.

A. Selected questions may be asked a candidate during a personal interview.

B. Selected questions may be attached to a candidate's application with a request for a brief comment on each.

C. The entire list may be included with the application, stating that some of the questions may be discussed if a personal interview is requested.

D. The list could be used as a screening device prior to a personal interview, in which case, the applicant would be requested to submit a brief written response to all or to selected questions considered important to the district.

*In the case of inexperienced learning disabilities teachers who can be expected to have difficulty in responding to some of the questions, a selected sampling is suggested.

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E. The total list could be ustilized without advance preparation in interviewing experienced candidates applying for a supervisory position.

F. The list could be used as a basis for department in-service training.

CANDIDATE QUALIFICATIONS

CRUCIAL SKILLS REQUIRED OF L.D.TEACHERS	INTERVIEW QUESTIONS FOR SCREENING CANDIDATES
1. Recognize inter individual differences.	1. How do you know when a child's handicap is enough of a problem to necessitate inclusion in a program or service?
2. Recognize intra individual differences.	2. How would you determine what a child's specific disability is?
3. Can do diagnostic testing.	3. What tests are you equipped to administer?
4. Can interpret test results.	4. What kind of profile would you expect an L.D. child to have on the Detroit? I.T.P.A.?
5. Can develop an educational prescription and performance based objectives on the basis of observation, test results, teacher comments, and cummulative folder information.	5. A child can't see visual details as measured on the visual closure subtest of the I.T.P.A. Give a sample of a behavioral objective you would include in your educational plan.
6. Can conduct screening programs for kindergarten children.	6. If you were asked to conduct a kindergarten screening program, what are some of the areas you would screen?
7. Should be familiar with the regular classroom curriculum.	7. Have you had experience in regular classroom teaching?
8. Familiar with various materials commercially available as well as competent in designing specific activities to meet the unique needs of learning disabilities children.	8. What kinds of materials would you order in setting up a learning disabilities classroom?

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9. Be able to develop a sequential hierarchy of skills for a learning disabilities child.	9. What makes a learning disabilities teacher's technique unique?
10. Can analyze a task into smallest component units.	10. If a child can't understand the concept of division in math, how would you break down the task so a learning disabilities child could learn the process?
11. Can communicate successfully with parents and professionals.	11. How would you communicate the needs of a learning disabilities child with whom you were working to his parents? Other professionals?
12. Should be able to present a coherent picture of a learning disabilities teacher's role in the school.	12. How do you see your role in the school?
13. Determine social and academic skills, which if deficient, will become an obstacle to school success.	13. If an 8 year old child cannot walk a balance rail and, in addition, doesn't know the sound-symbol relationships, how would you spend the half hour alloted to you with him?
14. Determine the candidate's ability to establish a learning disability room especially when there are no local precedents to follow.	14. What steps would you follow in setting up an L. D. room? How would you go about enlisting the staff's support?

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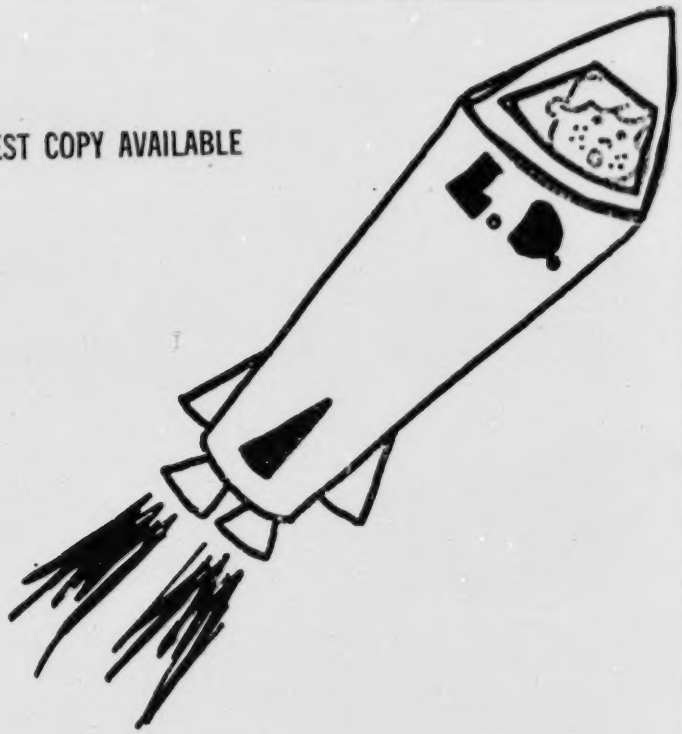

PROGRAM LAUNCH

Guidelines for starting a learning disabilities room.

BEFORE ORDERING, CHECK WITH OTHER STAFF MEMBERS TO FIND WHAT TESTS, MATERIALS, EQUIPMENT, ETC., IS ALREADY AVAILABLE ! !

Physical arrangements:

Size--a full-size classroom is best. Minimum size would be half the size of a regular class.

Location--a quiet area preferably near a media/learning center.

Desks--one for the teacher and four to five desks appropriate in size for the children served.

Two-drawer file--should have a lock.

Half-circle table--with adjustable height.

Carpeting.

Storage space--perhaps two metal cabinets and shelving.

Study carrels--which might be substituted by movable screens.

Bulletin board space.

Chalkboard--stationary or movable.

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Audio-visual equipment:

Cassette tape recorder
Headsets which can jack into the cassette recorder
Language master (with blank cards)
Overhead projector
Controlled reader (with appropriate films)
Tachistoscopic device
Record player.

Access to:
filmstrip projector
Thermo-fax machine for preparing transparencies.

(Note to the administrator. Although A-V equipment is expensive, a teacher can increase her caseload when appropriate media is available. This can partially offset the costs involved.)

Materials:

Tests. See index for names and publisher addresses. But the file should include:

An intelligence screening instrument.
Achievement measures for math, reading and written language.
Processing instruments useful in detection of specific deficits.

Teaching materials. An allotment of $1,000. (more for the first year) is needed to provide a variety of materials. Attached (p.90) is a list of publishers and addresses which have been helpful resources fo learning disabilities specialists.

Materials should be ordered at least six weeks prior to the opening of the room.

Programming:

Children should be seen individually at first and after an initial period of diagnostic teaching, groups might be formed. Group size should be limited to not more than three or four children.

At the outset the specialist might begin working with three or four children individually, and gradually increase the enrollment adding one child each day until the maximum enrollment is reached. (See page20-26for number suggestions and guidelines.)

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One day each week (probably Friday) should be devoted to in-service--particularly important for new programs and/or new teachers--consultation with other staff members, and diagnostic testing.

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I N - S E R V I C E

T R A I N I N G

WORKSHOP MODEL

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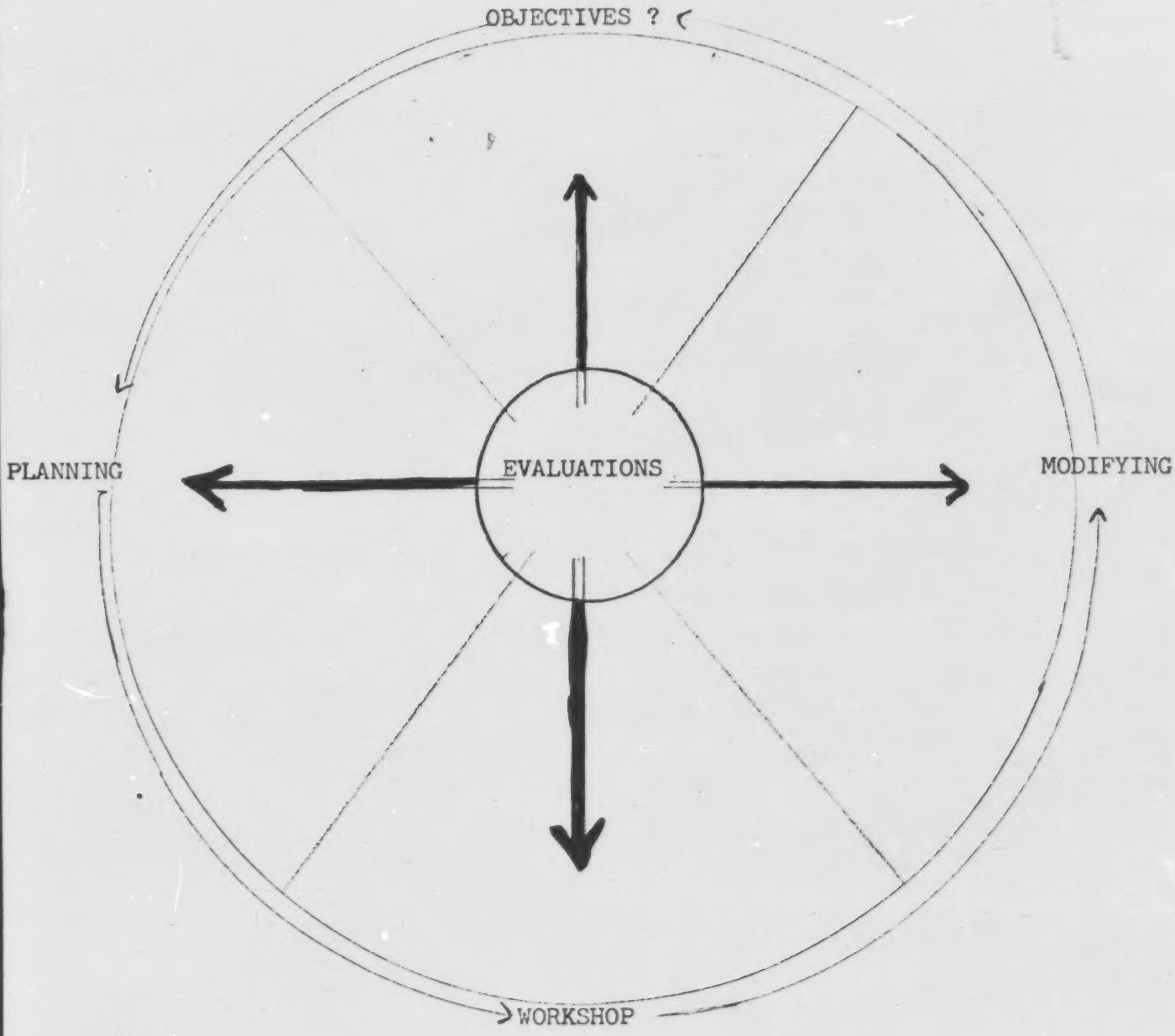

A suggested format for the leader of a successful workshop.

WHERE DO I BEGIN?

WHERE DO I GO NEXT?

Objectives

Poll the participants, if possible, to find out what they would like to know and then plan your session around their needs. (See page 47 for a sample questionnaire).

Plan

The essence of a good workshop is planning. Look at the "Suggested Format" on page 52. But then put a lot of thought into how you can best communicate your objectives to the group.

Workshop

PLAN! PLAN! PLAN! Make sure all your equipment is in sound working order. Attend other meetings on your own to find how others have planned their meetings.

Modify

Ask for feedback and use it to plan your next meeting. No workshop or in-service session is done so well that it cannot be improved upon.

EVALUATE

At each juncture noted above take time to make a serious evaluation of what has been accomplished. It will make the next step on the circular continuum easier.

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WORKSHOP OBJECTIVES

An outline of in-service meetings which will meet the needs of the teacher and hopefully ward off potential staff problems might include the following objectives:

1. Participants can identify the children who should be included in the LD specialist's case load. This might best be accomplished by studying sample case studies and deciding on placement within a small group.

2. Participants can pick out subtests from the Illinois Test of Psycholinguistic Abilities and tell which abilities are being tapped.

3. Participants can pick out the abilities which are being measured using the Wechsler Intelligence Scale for Children.

4. Participants can relate varying types of information about selected case studies and make an evaluation about the child's assets and deficits.

5. Workshop participants shall devise a master strategy for dealing with learning disabled children in terms of class placement and scheduling.

6. Staff members role play professional roles other than their own.

QUESTIONNAIRE
Sample

In order to prepare a worthwhile in-service meetings, we would very much appreciate your answers to the following questions.

Staff position:* _____Classroom teacher

_____Special education teacher

_____Other professional

_____Teaching

_____Non-teaching

_____Aide

_____Parent volunteer

Number of years in this position:

_____

Professional training: _____Masters Degree

_____Field

_____Bachelors Degree

_____Field

Grade level taught: _____

Subject area taught: _____

What do you hope to learn at this meeting?

* These questions are valuable in determining the sophistication of your audience.

Please indicate your preference.

I would prefer separate meetings for K-6 and 7-12 teachers.

____ Yes

____ No

____ No preference

We should continue the work started at the _____ meeting.
(month)

____ Yes

____ No

____ No preference

There should be a materials (tests) demonstration next year geared to_____.

____ Yes

____ No

____ No preference

There should be more small group meetings rather than the type held this year,

____ Yes

____ No

____ No preference

Rank in order of preference (1, 2, 3) for next year's meetings.

_____Meeting with behavior disorders teachers to discuss children (L.D.) who have behavior problems.

_____Chemotherapy (drugs)

_____Staff relations

_____Parent relations

_____Learning games you make yourself

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WHAT KINDS OF MEETINGS?

In order to develop good communication between staff members, workshops should be planned which will focus on:

1. The special needs of learning disabled children in the regular classroom.
2. The particular reasoning behind the establishment of different kinds of L. D. programs and services--diagnostic/consultative, itinerant, resource, self-contained.
3. Developing the classroom teacher's familiarity with diagnostic tests, intake procedure, and classroom reintegration as well as the role which different staff members will play in the program.
4. Alerting staff members to warning signs of a learning disability (see rating scales on p. 63 and 66).
5. Enlisting the cooperation of the entire staff in the operation of special education programs and kindergarten screening plans.
6. Involving the parents in a cooperative way.
See page 17.
7. Train teacher aides and parent volunteers for work in motor development programs and programmed instructional materials.

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TYPES OF IN-SERVICE MEETINGS

SOME POSSIBILITIES

Teacher presentation--A teacher demonstrates techniques she uses in the classroom, learning games she has developed, and/or simulation games her class has found effective. The learning disabilities specialist may demonstrate new tests which are used or possible teaching strategies for a particular type of child.

Materials demonstration--Publishers routinely send out their bookmen to demonstrate new materials. They will come to a school upon request and will often pay for the opportunity of presenting their hard and software to teachers, and/or provide free samples to interested teachers.

Films--Recently a number of fine introductory films have been made which deal with the problems of the learning disabled student. An appendix of audio-visual materials follows on page 83. Introduce it adequately and provide time for a well-thought-out discussion afterwards.

Role play--Most of the in-service suggestions on page lend themselves to this type of format. There are a number of sourcebooks available if this is your first experience. One suggested resource is the Instructional Materials Center for Handicapped Children and Youth, Michigan State University, Lansing, Michigan, which puts out a Workshop Training Kit. It is excellent.

A making session--This is an opportunity for teachers to make their own audio-visual equipment, bulletin boards, or learning games and activities. Each participant should be asked to bring a teacher-made resource which has been used successfully in the classroom. Raw materials necessary for the participants should be provided and there should be adequate display space and working area. It may also be wise to have the teachers give a small write-up about the technique which they are showing which details how the device can be made and its best possible uses.

Videotape--This is most useful for complimenting a good teacher. Videotape those teaching techniques observed in various schools. In this way you have positively reinforced the good teacher and provided the impetus for other teachers to modify their own classroom behavior.

Field trips--Closely related to videotape is the field trip. Every in-service bud get should include for the teachers the opportunity to get out of their own school and see how other teachers have organized their workload. Possibilities are:

1. Other special education classes.

2. Private facilities to see how more severe problems are handled through private placement.

3. An Optometrist.

4. Diagnostic clinics

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WHAT SORT OF FORMAT?

1. Workshop participants should be actively involved. Plan your time so that there is an opportunity for simulation games, role playing, and discussion. Stay away from lecture.

2. Quiet periods should follow not precede, active participant sessions.

3. Plan for a variety of activities. Boredom will destroy your best efforts.

4. Schedule a break and have coffee and food available. Cut those sweet rolls into small pieces particularly if this is an afternoon meeting.

5. Be sure that each activity is adequately introduced, but keep those introductions brief.

6. No activity should require a long explanation. No role (in role playing activities) should require more than a half page of explanation. Keep terminology simple.

7. Plan ahead in terms of physical necessities. Make sure you have the requisite papers, pencils, A-V equipment, refreshments, washrooms. Make sure they work.

8. Provide for oral/written feedback from the participants. Use that in planning the next session. (Suggested evaluations on p. 54).

PROFESSIONAL GROWTH

In-service training is not the only possible means of professional growth. A dynamic staff should have the opportunity for:

1. A professional library. (A good starter bibliography would be the Suggested Readings on page).
2. College courses from nearby universities. It is frequently possible to have a class established within the district so that the teachers may attend without ever leaving the confines of their own school.
3. Self-evaluation. Professional growth occurs from introspection and evaluation. A good discussion format follows on page77 .
4. Interaction with other professional. This includes optometrists, pediatricians, psychiatrists, psychologists, speech therapists, social workers, and administrators.

IN-SERVICE EVALUATION

Sample 1

Rank order this year's meetings in terms of preference marking '1' next to the best meeting, '2' next to the second best meeting and so forth.

____October

____November

____December

____March

____April

____May

On a scale of 1 (Excellent) to 10 (Poor), I would rate this year's meetings as:

October

1 2 3 4 5 6 7 8 9 10

November

1 2 3 4 5 6 7 8 9 10

December

1 2 3 4 5 6 7 8 9 10

March

1 2 3 4 5 6 7 8 9 10

April

1 2 3 4 5 6 7 8 9 10

May

1 2 3 4 5 6 7 8 9 10

IN-SERVICE EVALUATION

Sample 2

1. My time at this in-service meeting was
2. The presentation could have been improved if
3. I am still not sure about
4. The part I liked best was
5. I was least interested in
6. This meeting should have lasted
7. The handouts were
8. Because of this meeting, my teaching effectiveness will be _____ because
9. I was adequately prepared for the material presented

_____Yes ____No

Please make any additional comments.

Thank you. Return this before leaving the session.

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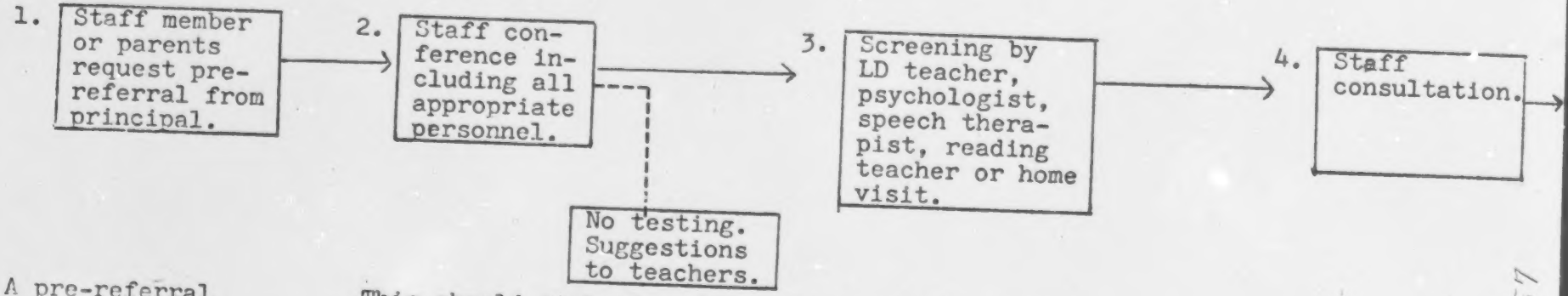
PROCEDURES

SUGGESTED ADMISSION PROCEDURE


1. Staff member or parents request pre-referral from principal.
2. Staff conference including all appropriate personnel.
No testing. Suggestions to teachers.
3. Screening by LD teacher, psychologist, speech therapist, reading teacher or home visit.
4. Staff consultation.

A pre-referral form which notes the reason for the referral request may be helpful.

This should include all members of the core team (see professional team roles.)

Each individual who evaluates the child should bring in their own report uncontaminated by other viewpoints.

The staff should discuss the varying professional viewpoints and reach some consensual recommendations.

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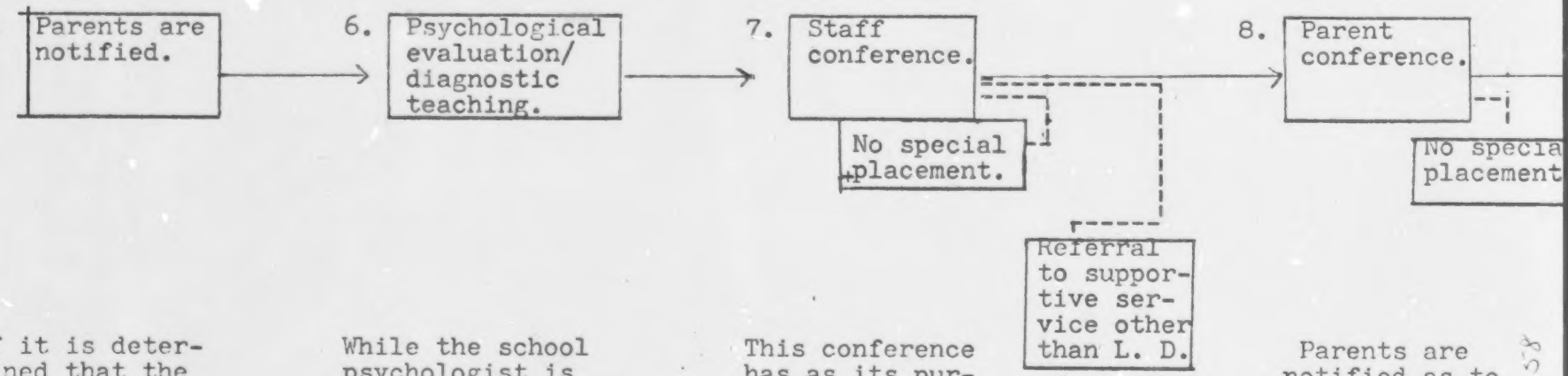
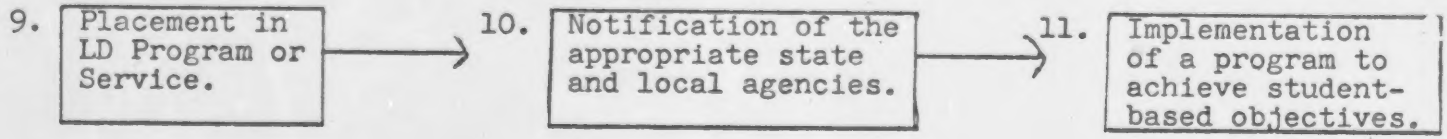

5. Parents are notified.
6. Psychological evaluation/ diagnostic teaching.
7. Staff conference.
No special placement.
Referral to supportive service other than L. D.
8. Parent conference.
No specia placement

If it is determined that the child will be classified as learning disabled, he should receive a full case study evaluation. The nature of this undertaking should be explained to the parents.

While the school psychologist is making a full case study of the child and the social worker is taking the social history, the Learning Disabilities Specialist will probably be engaged in diagnostic teaching of the child determining the strengths and weaknesses in a leaning profile.

This conference has as its purpose the final evaluation of all aspects of the diagnostic work-up. All members of the core team should be included and it is vitally important that student-based objectives be drawn up for each child entered into the program.

Parents are notified as to the educational plan for the son or daughter. They then should have the right to refuse placement.


9.
Placement in LD Program or Service.
10.
Notification of the appropriate state and local agencies.
11.
Implementation of a program to achieve student-based objectives.

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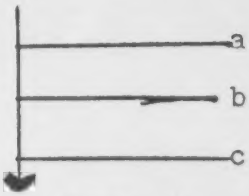
SUGGESTED SCREENING PROCEDURE

I. OBSERVAION in the classroom which should note typical functioning including:*

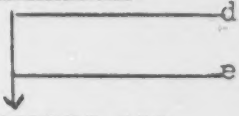


a. Interpersonal modes of relating

b. Organization of self and tasks

c. Behaviors unique to the child

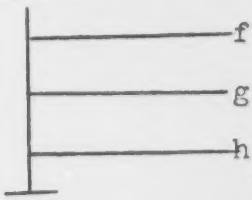
II. INFORMAL MEASURES:**



d. Samples of typical classroom work

e. Informal behavioral inventories

III. FORMAL MEASURES:***



f. Verbal intelligence

g. Visual-motor functioning

h. Achievement

* This may be done by the classroom teacher and/or the Learning Disabilities Specialist. Subheadings a, b, and c provide a suggested structure for the observations.

** Informal inventories are noted in this volume ("Stephens Perceptual Development Pupil Rating Scale, K-6" and "Adolescent Rating Scale") or are commercially available (Myklebust's "Pupil Behavior Rating Scale"). This portion of the assessment is typically collated by the classroom teacher and should be presented at the staff conference.

*** This is typically the work of the Learning Disabilities Specialist. Many formal evaluative instruments may serve as effective screening measures. Selection of specific tests to be used will be dependent upon factors such as the age of the child, areas of deficit, availability, time allotments, etc.

Specific examples are:

f. Slosson Intelligence Tests for Children and Adults, Peabody Picture Vocabulary Test.

g. Beery-Buktenica Developmental Test of Visual-Motor Integration, Meeting Street School Test.

h. Peabody Individual Achievement Test, Wide Range Achievement Test, Monroe-Sherman, Durrell Analysis of Reading Difficulties or informal inventories appropriate for an individual school population. It is preferable to give an individual assessment which breaks reading and/or math into component skills. If group achievement must be

used, they should be interpreted with a great deal of caution and carefully compared with the classroom teacher's appraisal of skill.

Finally it should be noted that this is a rough screening measure. No doubt it would be most difficult to attempt to pinpoint learning abilities and disabilities on the basis of three or four brief tests. If a child is screened and a discrepancy between achievement and intelligence is found, it is important to test and teach diagnostically until a more definitive profile of the youngster's learning aptitudes are elucidated.

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ARTICULATION FLOW CHART

Junior High to Secondary

Specific procedure for transfer of learning disabilities pupils from elementary to secondary districts should be established. Following is one suggested action pattern.

Target Date	Elementary	Secondary	Purpose
May 1	Junior High L.D. teacher initiates conference with High School L.D. teacher.	↔ Freshman L.D. teacher confers with Junior High L.D. teacher.	Articulation concerning incoming freshman L.D. needs.
May 15	Group meeting - initiated by freshman L.D. teacher. Participants: 1. Elementary: L.D. teacher Administrative Rep. 2. Secondary: L.D. teacher Freshman Counselors 3. Parents - to be invited by Junior High L.D. teachers.		Provide articulatory services to: 1. Inform parents of secondary program. 2. Acquaint counselors with individual L.D. student needs.
May 15-30	Transfer of L.D. Record Cards* to Freshman counselors from Elementary District personnel.		Provide Freshman counselors with information of benefit in guidance, programming, etc.
May 30	Junior High L.D. teacher and L.D. students to be included in Freshman Program make a "Field Trip" to the High School.	↔ Freshman L.D. teacher meet students, taking them on a "guided walking tour" of the building.	Provide students with a feeling of security through meeting the L.D. teacher and an overview of the building.

* Sample record card (5x7 index card).

Student_____ Feeder District____ L.D. Teacher_____ Classification_____	
Year Service Received	Date of Reintegration
1972-73 Tutorial - Integrative training	no
1973-74 Tutorial/Counseling	no

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SUGGESTED K-6 CHECKLIST - REFERRAL FORM

STEPHENS PERCEPTUAL DEVELOPMENT PUPIL RATING SCALE

(per informal measure step 2, page 11)

Pupil _____ Classroom Teacher _____

School _____ Grade _____ Room Number _____

Date _____ Birthdate _____ C.A. _____

Directions to complete the individual student perceptual development scale:

(1) Place a check (✓) in front of each of the behaviorisms characteristic of the student as listed under the twelve categories to be evaluated on pages two and three.

(2) Using the five point continum on page one, rate the student as to frequency of the behaviorisms in each category.

(3) In interpretation of the continum, column three is to be considered average. Columns one or two indicate a weakness in the area while columns four or five indicate a strength.

PERCEPTUAL CHARACTERISTICS:	Always	Frequently	Average	Seldom	Never
	1	2	3	4	5
Hyperactivity					
Disorders of Attention					
Apprehension					
Relationship Capacities					
General Coordination Deficits					
Perceptual-Motor Impairment					
Disorganization					
Disorders of Memory					
Disorders of Thinking-Concept Formation					
Specific Learning Disorders					
Disorders of Speech and Hearing					

Rate only one of the following:

Emotional Involvement:

Passivity					
Aggressiveness					

ES 10/69
Revised 1/74

STEPHENS PERCEPTUAL DEVELOPMENT PUPIL RATING SCALE

HYPERACTIVITY

_____ Unable to sit still
_____ Constantly shuffles feet
_____ Taps fingers, ruler, pencil, etc., on desk or book
_____ Changes rapidly from one activity to another - unable to focus attention on a given activity for a period of time
_____ Chatters incessantly
_____ Asks many questions, not really waiting for an answer

DISORDERS OF ATTENTION

_____ Short attention span for his age
_____ Easily distracted
_____ Perseveration - tendency to repeat a word, phrase, or action due to inability to readily change from one to another
_____ Can not shut out auditory noises from the background
_____ Visually attracted to unimportant details, missing the main idea
_____ Impaired ability to make decisions when confronted with several choices

APPREHENSION

_____ Tantrums when crossed
_____ Reacts to situations with rage
_____ Fears the unknown such as new work in a learning situation, altered social situations, and/or in changing physical conditions

RELATIONSHIP CAPACITIES

_____ Excessive physical contact - a need to touch, cling, and hold to others
_____ Excessive display of affection
_____ Bold and aggressive in social situations
_____ Over-excitable in play situations
_____ Generally poor peer group relationships

GENERAL COORDINATION DEFECTS

_____ Clumsy, awkward
_____ Bumps into or accidently kicks objects even when aware of their presence
_____ Seems to trip over his own feet
_____ Physically immature

PERCEPTUAL MOTOR IMPAIRMENT

_____ Poor coordination
_____ Difficulty in coloring, drawing, pasting, and/or cutting on a line
_____ Handles a pencil, crayon, and/or scissors awkwardly
_____ Doesn't connect with objects reached for

DISORGANIZATION

_____ Always confused
_____ Work area is usually a mess - general untidiness
_____ Unable to handle materials in an orderly fashion
_____ Meaningless arrangement of materials
_____ Lacks ability to plan self-directed activities

DISORDERS OF MEMORY

_____ Unable to recall facts or simple ideas
_____ Poor recall - both long and short term
_____ Unable to adequately follow directions
_____ Underdeveloped vocabulary
_____ Trouble with rote memory - such as in a song, rhyme

STEPHENS PERCEPTUAL DEVELOPMENT PUPIL RATING SCALE

DISORDERS OF THINKING - CONCEPT FORMATION

_____ Unable to relate isolated facts
_____ Ideas incomplete and scattered
_____ Difficulty in relating ideas in logical sequence
_____ Unable to establish meaning from what he hears
_____ Unable to associate or relate what is heard and seen with what he has previously heard or seen
_____ Difficulty in sorting, puzzle, and form board tasks
_____ Impaired body image
_____ Thinking must generally be in concrete terms
_____ Impaired discrimination of whole-part relationships
_____ Impaired judgment of time, distance, size

SPECIFIC LEARNING DISABILITIES

_____ Reversals
_____ Inappropriate discussion responses
_____ Can identify an object but has difficulty in describing it
_____ Does poorly on similarity tasks
_____ Variability in performance from day to day - sometimes from hour to hour
_____ Slow to complete tasks

DISORDERS OF SPEECH AND HEARING

_____ Misarticulation
_____ Reversals
_____ Sound blending difficulty
_____ Responds in one word sentences
_____ Points rather than speaking
_____ Has trouble in sequencing small words
_____ Oral sentence structure difficulties

AGGRESSIVENESS

_____ Aimless wanderer
_____ Suddenly trips another child, reaches out to poke him
_____ Doesn't think of the consequences of an act before the action - usually at the expense of another classmate
_____ Unplanned and inappropriate motor response to the direction
_____ Explosive
_____ Low tolerance level to frustration
_____ Impulsive

PASSIVITY

_____ Sits and does nothing
_____ Withdrawn
_____ Seems to tune out activities around him
_____ Slow to react and fails to interact
_____ Seemingly unmotivated

Developed by:
Estherdale Stephens
June, 1969
Revised January, 1974

ADOLESCENT CHECKLIST
Grades 7-12
(per informal measure, step 2, page 58)

ADOLESCENT PERCEPTUAL RATING SCALE

Student_____ Birthdate_____

Date of Referral_____ Age____years____months

Referred by_____ Sex_____

Administrative Approval_____

Specific Academic Difficulties: (Check areas of difficulty and attach student work samples.)*

Reading:
_____ Word attack skills
_____ Comprehension
_____ Rate
_____ Other (list)_____
_____

Mathematics:
_____ Concept formation
_____ Computation
_____ Problem solving involving reading

Language Arts:
_____ Spelling
_____ Handwriting
_____ Speaking
_____ Composition

Study Skills:
_____ Following directions
_____ Listening and attention
_____ Organization of self
_____ Organization of task
_____ Participation in discussion
_____ Memory

Relationship Capacities:
_____ Peers
_____ Adults
_____ Acceptance of regulations
_____ Motivation
_____ Apprehension in social situations

* For guidelines see page 67

Comments:_____
_____
_____
_____

ADOLESCENT GUIDELINES
(to be used in conjunction with Adolescent Checklist, p. 66)

GUIDELINES FOR TEACHER EVALUATION OF LEARNING DISABILITY
(per informal measure, step 2, p. 60)

AUDITORY INDICATORS: An inability to effectively function in the following areas indicates a difficulty in the auditory channel. Visual-motor learning tasks should be used as cues when possible as compensatory measures to lessen frustrations due to the student's inability to meet classroom expectations in the regularly prescribed manner.

1. Even though listening attentively, the student has difficulty asking questions or responding in discussions.
2. After a brief period of attention, the student appears restless and unable to attend to lectures and/or class discussions.
3. The student has difficulty organizing information of an auditory nature. He may have difficulty following a conversation.
4. The student manifests difficulty in rhyming and/or sequencing tasks.
5. The student appears to be easily bored, tuning the teacher out.
6. Speech is garbled. Sounds and/or syllables are pronounced oddly. Small words may be used incorrectly.
7. Verbal responses are immature. Answers questions in one-word sentences.
8. Information of an auditory nature is not retained.

VISUAL-MOTOR INDICATORS: An inability to function effectively in the following areas indicates a difficulty in the visual channel. Compensations of an auditory nature such as taping assignments and tests will be of help.

1. Student reads below class participation level.
2. Written language is below grade level expectations.
3. Handwriting skills are poor; trouble staying on the line, may have a tendency to print rather than use cursive.
4. The student spells poorly; may be unusually phonetic in his approach, poor sight vocabulary.
5. Confusions relating to time and/or space. Possible letter or number reversals.
6. Uninterested in books, pictures. Difficulty in interpreting visual materials.
7. Follows oral directions better than written directions.
8. May seem uncoordinated and clumsy, having difficulty in physical education.

PRE-REFERRAL FORM

Student_____School_____Date_____

Age_____Birthdate_____Teacher_____Grade_____

Latest Test Results:

Intelligence:
Name of Test_____Form_____Date Given_____

Scores: CA_____ MA_____ IQ_____

Achievement:

Name of Test_____Form_____Date Given_____

Scores:_____

Is the child receiving the following services:

Remedial Reading_____

Speech Therapy_____

Learning Dis._____

Give a brief description of the child's problems and attach a sample of typical classroom paperwork:

_____

_____

_____

_____

What information would you like the examiner to find in an evaluation?

_____

_____

_____
Principal/Coordinator

PRE-REFERRAL REPORT FORM

STUDENT_____GRADE_____TEACHER_____

A pre-referral conference for psychological services was held on _____
Date

and the following decisions were made:

____ Refer for a complete psychological evaluation.

____ Refer for a physical examination.

____ Refer for speech evaluation.

____ Refer for reading diagnosis.

____ Refer for perceptual evaluation.

____ Refer for learning disabilities evaluation.

____ Refer for family counseling.

____ Recommendations made for the child's classroom program.

_____

_____

_____

_____

_____

____Psychologist

____Learning Disabilities Specialist

____Classroom Teacher

____Principal

____Coordinator

_____(Other)

LEARNING DISABILITIES SCREENING REPORT
(CONFIDENTIAL)

(Possible use for Step 3, page 57 of Admission Procedure Flow Chart)

Examiner_____ Date_____

Pupil_____ Birthdate_____

Address_____ C.A._____

M.A._____

Reason for Referral:

Description of Problem:

Test Scores (see attached cover sheets)

Summary and Recommendations:

Copies to:

PARENT NOTIFICATION

As stated in STEP 11 of the ADMISSIONS FLOW CHART, Page 59, parents may be notified of the child's inclusion in the program through either a conference or by letter, . Following is an example of a letter style that could be utilized. If a letter is utilized, a copy is to be on file to be reviewed annually at a multi-disciplinary staff conference.

School District #
Date

Dear _____:

As a part of the total educational program in District ___ we offer learning disabilities instructional programs and/or instructional services. These specialized programs provide individual and/or small group training to students in need of this due to a learning disability. Children with learning disabilities are average or above in potential but are experiencing difficulty in one of the basic psychological processes involved in the understanding of language, whether spoken or written. This is often revealed as difficulties in motor activities, memory, listening, attention, eye-hand coordination, comprehension, etc.

_____ will receive individual and/or small group instruction for a total of about ___ minutes per week. The areas of training are checked (x) below.

___ Gross motor skills
___ Fine motor skills
___ Verbal expression
___ Visual comprehension
___ Auditory comprehension
___ Visual memory
___ Auditory memory
___ Other (list)_____
_____
_____

Cut on dotted line -

Please sign the attached form and return to school for our records. Feel free to contact M s._____, learning disabilities teacher, if you have further questions regarding the reasons for _____'s inclusion in the learning disabilities program as well as the District's educational plan for meeting his needs.

Sincerely yours,

_____
Principal

Date_____

_____
Parent's signature

ANNUAL LEARNING DISABILITIES

STAFFING REPORT

Student_____Grade_____Date_____

District_____School_____Teacher_____

Objectives:

Means of Accomplishment:

Evaluation:

Recommendations:

PUPIL EVALUATION REPORT

TO PARENT OR GUARDIAN

PUPIL_____ GRADE_____

HOME ROOM TEACHER_____ SCHOOL_____

First Reporting Period:

Second Reporting Period:

Third Reporting Period:

Fourth Reporting Period:

Learning Disabilities Specialist

cc: Cumulative folder

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Learning Disability Closing Summary Sheet

Student's Name_____ Date_____ Evaluator_____

Address_____ C. A._____ Teacher_____

I. Behavior: (distractibility, perseveration, disinhibition, hyperactivity, hypoactivity, overstimulation, impulsivity, attitude, motivation, self-concept, social skills)

Academic skill estimate:

Reading_____ Math_____

Writing_____ Spelling_____

Other_____

A. In a structured situation:_____

B. In a non-structured situation:_____

C. Effective techniques used to control behavior:_____

D. Ineffective techniques tried:_____

2. Name _____

II. Class integration: _____

_____

_____

_____

_____

III. Additional comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

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- REINTEGRATION

Follow-up Report Form

(CONFIDENTIAL)

Suggested follow-up form for use per Reintegration Procedure Flow Chart, steps 6 and 7. A copy is to be on file in the District office.

Present Date_____

Date of Reintegration_____

Student_____ Grade _____ School_____

Participants:

Discussion:

Recommendations:

Comments:

_____
L.D. Teacher

_____
Classroom Teacher

Teacher's Self-

YEAR-END EVALUATION

Name_____

Today's date_____

What positive things have been accomplished this year?

What are the goals of this program for next year?

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ANNUAL REPORT TO CENTRAL OFFICE

School_____ School Year_____ Teacher_____

Phone_____

Pupil	Birth date	Grade	Date of Psychological Re-examination due	Placement last year	Date of enrollment	Current Year____ Services Received check if applicable: Adequate Service Individual	Adequate Service Small group	Consultive Student-Teacher	Consultive Teacher	Placement recommendation next year	Date of termination	Comments:
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												

L. D. PUPIL ROSTER CONTINUED--Psychologically Identified

12.													
13.													
14.													
15.													
16.													
17.													
18.													
19.													
20.													

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Key to Services:

Adequate Service--Individual: 120 minutes or more per week, individual

Adequate Service--Small Group: 120 minutes or more per week in groups of 4 or less

Consultive--Student/Teacher: Group of over 4 pupils supporting teacher consultation service

Consultive--Teacher: Pupil evaluation and consultive service to classroom teacher

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APPENDIX

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ORGANIZATIONS

Local organizations of concerned professionals and parents have been formed in many areas of the United States and Canada and this is especially true in the larger metropolitan areas. These groups disseminate information in printed form, lobby efforts on behalf of the exceptional child and provide local meetings and state, national, and international conventions which target on various aspects of learning disabilities. To locate an organization in your locality and/or to secure information on printed materials, contact the following offices.

ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES
2200 Brownsville Road
Pittsburgh, PA 15210

NATIONAL EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS
2023 W. Ogden Avenue
Chicago, IL 60612

CALIFORNIA ASSOCIATION FOR NEUROLOGICALLY HANDICAPPED CHILDREN
11291 McNab Street
Garden Grove CA 92641

COUNCIL FOR EXCEPTIONAL CHILDREN
1411 South Jefferson Davis Highway
Arlington, VA 22202

INTERNATIONAL FEDERATION ON LEARNING DISABILITIES
4934 East 21st Street
Indianapolis, IN 46218

PROFESSIONAL JOURNALS

ACADEMIC THERAPY
1539 Fourth Street
San Rafael, CA 94901

Quarterly Publication--$6.00 per year.

EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, VA 22091

(Received in conjunction with membership in the Council for Exceptional Children.)

JOURNAL OF LEARNING DISABILITIES
5 North Wabash
Chicago IL 60602

Monthly journal--$10.00 per year.

READING TEACHER
International Reading Association
P.O. Box 119
Newark, Del. 19711

Quarterly journal--$4.50 per year.

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IN-SERVICE FILMS

Early Recognition of Learning Disabilities
$125.00

Excellent in-service orientation film for regular classroom teachers of young children.

National Audio-visual Center
National Archives and Record Service
Washington, D.C. 20409

If A Boy Can't Learn
$295.00
$ 20.00--3-day rental

Excellent in-service orientation film for regular classroom teachers of youngsters in junior and senior high schools.

Lauren Products, Inc.
P. O. Box 1542
Burlingame, CA 94010

Meet Lisa
$85.00
$15.00--rental

A very short film which looks at the brain-injured child's perception of his world.

Aims Instructional Services, Inc.
P. O. Box 1010
Hollywood, CA 90028

A Walk in Another Pair of Shoes
$6.90

A film strip narrated by Tennessee Ernie Ford. Asks children to look at the world through the eyes of a learning disabled child.

CANHC Film Distribution
P.O. Box 1526
Vista, CA 92083

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FREE TEXTBOOK TAPES

Recordings for the Blind, Inc. provides tapped textbooks, free on loan to both elementary and high school students identified as having a learning disability. (Small charge made for CATALOG OF TAPE RECORDED BOOKS.) This is available to schools and parents and the range of recordings is comprehensive.

RECORDINGS FOR THE BLIND, INC.

Illinois	600 So. Michigan Ave. Chicago, Illinois 60605
California	5022 Hollywood Blvd. Los angles, California 90027
Texas	4100 B Red River Austin, Texas 78751
New York	515 East 58th Street New York, N.Y. 10022
Florida	P.O. Box 8014 University of Miami Coral Gables, Florida 33124

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Ammons Full-Range Picture Vocabulary Test
(2.6 to adult)
Ammons

Roswell-Chall Auditory Blending Test
Essay Press

Basic Concept Inventory
Engelmann
(Diagnostic language survey - receptive - for primary children)
Follett

Bender Visual-Motor Gestalt Test for Children
(5-10 years)
Western Psychological Services

Botel Reading Inventory
Subtests: word recognition, word opposites, reading word opposites, listening, phonics (no comprehension)
Follett

Brief Individual Instant Word Oral Reading Test
Dreier Educational Systems

Child Growth and Development, Characteristics and Needs
(4-16 years)
NEA

Columbia Mental Maturity Scale
(3-10 years)
Harcourt, Brace

Denver Developmental Screening Test
(1 mo.-6 years)
Frankenburg, Dodds, Ladoca Project

Detroit Test of Learning Aptitudes
(19 subtests of different learning skills for ages 4-16)
Bobbs-Merrill

Developmental Test of Visual-Motor Integration
Beery-Buktenica
(1.9-15.11 years)
Follett

Diagnostic Tests of Perceptual Skills in Reading
Mediax

Durrell Analysis of Reading Difficulty
(grades 1.5-6.5)
Harcourt, Brace

Evanston Early Identification Scale
(early childhood)
Follett

French Pictorial Test of Intelligence
(2.6 to 8.6 years)
Houghton-Mifflin

Frostig Developmental Test of Visual Perception
(3 to 9 years)
Follett

Gates-MacGinitie Reading Tests
Teachers College Press

Goldman-Fristoe-Woodcock Test of Auditory Discrimination
American Guidance Service

Goodenough-Harris Draw-A-Man Test
(5 to 15 years)
Harcourt, Brace and World

Gray Oral Reading Test
(grades 1-12)
Bobbs-Merrill

Harris Tests of Lateral Dominance
(7 to adult)
Psychological Corporation

Illinois Test of Psycholinguistic Abilities
(up to age 10)
Western Psychological Corporation

Individual Learning Disabilities Classroom Screening Instrument
(preschool and kindergarten level)
Primary Level (grades 1-3)
Adolescent Level (grades 4-12)
Learning Pathways, Incorporated

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Kent Series of Emergency Scales
(5-14 years)
Psychological Corporation

Keystone Visual Survey Telebinocular
(grade 1 and up)
Keystone View Company

Leiter International Performance Scale
(2-12 years)
Western Psychological Services

Lincoln-Oseretsky Motor Development Scale
(6-14 years)
Western Psychological Service

Listening Comprehension Test
(grades 9-16, high school, college)
Harcourt, Brace

Meeting Street School Screening Test
(early childhood)
Meeting Street School

Memory for Designs Test
(8.6)
Psychological Test Specialists

Mills Learning Methods Test
Mills Center

Monroe Diagnostic Reading Examination
C. H. Stoelting

MVPT: The Motor-Free Visual Perception Test
Colarusso and Hammill
(measures visual-perceptual abilities without involving a motor component for children from 4-8 years)
Academic Therapy

Murphy-Durrell Reading Readiness Analysis
Harcourt, Brace, World and Jovanovich

McGahan Early Detection Inventory
Preschool Clinic Screening Test
Follett

Nelson Reading Tests
(grades 3-9)
Houghton-Mifflin

Otis-Lennon Mental Ability Test
(1.6-9.9)
Harcourt, Brace

Peabody Individual Achievement Test
American Guidance Service

Peabody Picture Vocabulary Test
(1.9-18 years - measuring receptive language vocabulary)
American Guidance Service

Picture Story Language Test
Myklebust
Grune and Stratton

Pre-Reading Screening Procedures
(Slingerland)
Educator's Publishers Service

Primary Mental Abilities
(7-11 years)
SRA

Pupil Rating Scale
Myklebust
Grune and Stratton

Purdue Perceptual Motor Survey Rating Scale
(grades 1-4)
Charles, E. Merrill

Raven's Coloured Progressive Matrices, Sets A, AB, B
Psychological Corporation

Reading Capacity and Achievement Test
(2.5 to 6.0 years)
Harcourt, Brace

School Readiness Survey
(for preschool and kindergarten children ages 4-6. To be administered and scored by parents with school supervision)
Consulting Psychologists Press

STAP: The Screening Test for Auditory Perception
(minimizes visual stimuli, tests five components of auditory skills, for classes or individuals)
Academic Therapy

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Screening Tests to be Used by the Classroom Teacher
(a book of tests for classroom teachers and LD specialists)
Academic Therapy

Slingerland Screening Tests for Identifying Children with Specific Learning Disabilities
(grades 1-4)
Educators Publishing Service

Slosson Intelligence Test
Slosson Educational Publications

Slosson Oral Reading Test
Slosson Educational Publishers

Diagnostic Reading Scales
Spache
(grades 1-8)
California Test Bureau

Spatial Orientation Memory Test
Language Research Associates

Specific Language Disability Test
(grades 6, 7, 8)
Educators Publishing Service

Stanford-Binet Intelligence Scale L-M
Psychological Corporation

Valett Developmental Survey of Basic Learning Abilities
Fearon Publishers

Verbal Language Development Scale
(2 mo. to 15 years)
American Guidance Services

Vineland Social Maturity Scale
(3 mo. to adult)
American Guidance

Wechsler Intelligence Scale for Children
Psychological Corporation

Wechsler Preschool and Primary Scale of Intelligence
Psychological Corporation

Wepman Auditory Discrimination Test
Language Research Associates

Wide Range Achievement Test
Guidance Associates of Delaware, Inc.

Wide Range Intelligence and Personality Test
Guidance Associates of Delaware, Inc.

TEST PUBLISHERS AND ADDRESSES

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American Guidance Service
Publishers Building
Circle Pines, Minnesota 55014

Bobbs-Merrill Company, Inc.
4300 West 62nd St.
Indianapolis, Indiana 46268

Business Forms, Inc.
Post Office Box 552
Golden, Colorado 80401

California Test Bureau
Division of McGraw-Hill
Del Monte Research Park
Monterey, California 92801

Consulting Psychologists Press
577 College Avenue
Palo Alto, California 94306

Dreier Educational Systems
Highland Park, New Jersey 08904

Educational Development Laboratories
Huntington, New York 11743

Educator's Publishing Service, Inc.
75 Moulton Street
Cambridge, Massachusetts 02138

Essay Press
P. O. Box 5
Planetarium Station
New York, New York 10024

Fearon Publishers
Lear Siegler, Inc.
Education Division
6 Davis Drive
Belmont, California 94002

Follett Educational Corporation
1010 West Washington Blvd.
Chicago, Illinois 60607

Grune and Stratton
381 Park Avenue South
New York, New York 10016

Guidance Associates of Delaware, Inc.
Test Publishers and Distributors
1526 Gilpin Avenue
Wilmington, Delaware 19806

Harcourt, Brace, World & Jovanovich
750 Third Avenue
New York, New York 10017

Houghton-Mifflin Company
1900 S. Batavia Avenue
Geneva, Illinois 60134

Keystone View Company
2212 East 12th Street
Davenport, Iowa 52803

Ladoca Project & Publishing Foundation
East 51st Ave. & Lincoln Street
Denver, Colorado 80216

Language Research Associates
175 East Delaware
Chicago, Illinois 60611

Learning Pathways, Inc.
Post Office Box 1407
Evergreen, Colorado 80439

Mediax. Incorporated
21 Charles Street
Westport, Connecticut 06880

Meeting Street School
333 Grotto Avenue
Providence, Rhode Island 02906

Charles E. Merrill Books, Inc.
1300 Alum Creek Drive
Columbus, Ohio 43216

Mills Center Educational Products
1512 E. Broward Blvd.
Fort Lauderdale, Florida 33300

Phonovisual Products
Post Office Box 5625
Washington, D. C. 20000

Psychological Corporation
304 East 45th Street
New York, New York 10017

Psychological Test Specialists
Post Office Box 1441
Missoula, Montana 59801

Slosson Educational Publications
140 Pine Street
East Aurora, New York 14052

C. H. Stoelting Company
424 North Homan Avenue
Chicago, Illinois 60624

Teachers College Press
Columbia University
New York, New York

Western Psychological Services
Division of Manson Western Corp.
12031 Wilshire Blvd.
Los Angeles, California 90025

MATERIALS FOR CHILDREN

IDEAS FOR TEACHERS

Grade Level*	Title	Publisher
1	Acting out the ABC'S Two records.	Walt Disney
	Active learning: Games to enhance academic abilities	Prentice-Hall
3	Action Books, posters, exercises	Scholastic
1-2	Aids to psycholinguistic teaching Idea book for teachers	C.E. Merrill
1	Attribute game Concept development	Marshall
1-2	Auditory discrimination game Discrimination, rhyming, initial and final consonant sounds, vowels	Speech and Language
1-3	Auditory discrimination in depth Record, duplicating masters, blocks, flash cards	Teaching Resources
1	Auditory perception training-discrimination Tapes, duplicating masters	DLM
1	Auditory perception training-figure- ground	DLM
1	Auditory perceptiontraining--imagery	DLM
1	Auditory perception training--memory	DLM
1	Be Ba Bo Kit for training body image	Ideal
1-3	Building handwriting skills in dyslexic children Idea book for teachers	Academic Therapy

*1=Grades K-4, 2=Grades 3-7, 3=Grades 6-12

1-3	Building number skills in dyslexic children	Academic Therapy
1-3	Building spelling skills in dyslexic children	Academic Therapy
1	Buzzer board For nonverbal discrimination	DLM
1	Buzzer board pattern cards Patterns for use with buzzer board	DLM
3	Checkered flag: Audio-visual kit Filmstrips, records, cassettes, guide	Field Enterprises
3	The checkered flag series Series of 8 books, 2.5 to 4.5 grade level centered around an automobile theme.	Field Enterprises
1	Classification--opposites--sequence Cassettes, duplicating masters	Ideal
1	Clear stencils 5 transparent stencils, visual-motor skills	DLM
1-3	Color-cued control paper Useful for teaching cursive and manuscript writing	DLM
1	Consonant lotto Phonics picture game	Garrard
1	Daily sensorimotor training activities Idea book for P. E. teachers	Educational Activities
1-3	Developing children's perceptual skills in reading Teacher resource book, Teacher's manual	Mediax
1-2	Developing fundamental language patterns 6 records	Classroom Materials
1	Development of number readiness Flannel cutouts, blocks, pegboards dominoes, poster cards, matching	Milton Bradley
1	Development of readiness to read Games, cards, pictures, signs	Milton Bradley

1	Distar Arithmetic I & II Language I & II Reading I, II, III	SRA
1	Double-handed scissors Available for left- and right-handed children	DLM
1-3	Education as therapy: Suggestions for work with neurologically impaired children Idea book for teachers	Special Child
1	Focus on learning: Ideas for teaching inefficient learners Idea booklet for teachers	Academic Therapy
2-3	Functional word recognition for special education Filmstrips, programmed	Mast
1-3	Fun with words Books A-D-Elementary Books E-F-Secondary	Dexter & Westbrook
2-3	Guidebook to better reading Remedial reading handbook	Economy
2-3	Guidelines to teaching reading to the disadvantaged Idea book for teachers	Ideas in Education
1-3	Handbook in diagnostic teaching Idea book for teachers	Allyn & Bacon
1	Happy time listening Record	Educational Activities
1-2	Helping young children develop language skills Idea booklet for teachers to be used in conjunction with the ITPA	CEC
1-2	Ideas for teaching inefficient learners Journal reprint of ideas for teachers	Academic Therapy
1	Improving motor-perceptual skills For use by P.E. teachers--idea handbook	Continuing Education
1-2	Individualized phonics Duplicating masters	Teachers Publishing

3	Language training for adolescents Idea book with workbook and cards	Educators Publishing
1-2	Learning games for exceptional children Idea booklet for teachers	Love
1	Learning letter sounds kit Systems 80--may be leased	Borg-Warner
1	Learning number facts Systems 80--may be leased	Borg-Warner
1	Lift-off to reading Workbooks with test materials Cycles I, II, III	SRA
1-3	Listening Skills Program Records, cassettes, varied activities	SRA
1	Listen, my children and you shall hear Idea and story book for teachers	Interstate
2	Listen and think Tapes and workbooks	Educational Developmental Laboratories
1	Listen with Mr. Bunny big ears 6 records	Educational Activities
1-3	Michigan tracking Number tracking Visual aural discriminations Symbol tracking Primary tracking Word tracking Critical reading Useful for teaching visual scanning	Ann Arbor
1	Move-Grow-Learn Frostig motor materials	Follett
2-3	McCall-Crabb Books Books A-E Comprehension skill books	Teachers College Press
2	McCall-Harby Books Comprehension skill books	Teachers College Press
2-3	Open Court Correlated Language Arts Program Teacher resource for written expressive language	Open Court
2-3	Open Court Remedial Reading Program Resource for teaching phonics	Open Court
1	Pacemaker games program 65 games, number concepts	Fearon

1	Peabody Language Devlopment Kit Semi-structured program to develop expressive language skills	AGS
1	Pegboard Used with pegs and design cards	DLM
1	Pegs	DLM
1	Pegboard designs	DLM
1	People puzzles 7 puzzles, body parts	DLM
1	Perceptual concepts charts Picture charts, prepositions (over, on, under, next to)	F.A. Owen
1	Phonics we use learning games kit 10 games simple to use, which teach phonics	Lyons & Carnahan
1 -2	Physical education for children with perceptual-motor learning disabilities Idea book for teachers	Merrill
1	Play and Say Set A--Sounds s, z, l, p Set B--Sounds f, v, r, k Set C--Sounds th, dzh, g, t Set D--Sounds ch, sh, d, b	Stanwix House
1-3	Popper words Sets I & II Dolch words	Garrard
3	Professor phonics gives sound advice Workbook activities	St. Ursula
1-2	Psycholinguistic learning disabilities Idea book for teachers using the ITPA	U of I Press
1-2	Learning games for exceptional children Arithmetic and language development activities	Love
1-3	Perceptual Communication Skills Workbooks by level: 1--Primary 2--Intermediate 3--Junior and senior high	Instructional Materials & Equipment Dist.

I	Sound order sense developmental program Auditory perception, figure-ground, discrimination, sequencing, scanning, coding	Follett
I-2	A special way for the special child Idea book for teachers	Academic Therapy
I-2	Specific helps for specific learning disabilities	ECHO
I-2	Speech sound series Series of booklets each dealing with a different sound	Keystone
2	Spell it Child is asked to dial correct spellings on a game board	Ladaco
2-3	Specific skills book--Barnell-Loft Detecting the sequence Following directions Using the context Locating the answer Working with sounds Drawing conculsions Getting the facts Getting the main idea	Dexter & Westbrook
I-2	Spice series Idea books for teachers in language arts, math, PE, art, etc.	Educational Service
2-3	Steps in teaching word attack Handbook for teachers	Chicago Archdiocese
I	Toy chest of beginning sounds Game type of activity for teaching beginning sounds	Instructo
I-3	Tutorgram program A light and buzzer teaching machine for vocabulary, math, vocabulary, concepts	ERCA
I-3	Unifix Self-correcting blocks for teaching number facts.	ETA
1-3	Veri-Tech Self-correcting ki ts for teaching number facts	ETA

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1-3	Vowel enrichment Cassettes, duplicating masters for teaching vowel sounds	Ideal
1-2	Vowel lotto Pictures and sounds on cards	Garrard
1	What's funny cards Cards which require child to find the absurdity in each	Speech and Language Materials
1	Willy the wisher and other stories Thinking stories for young children--works well in groups or alone.	Open Court

READING SERIES

Remedial Reading Series with phonetic base Jinx Boat Explore Venture Quest Grades 2-6	Economy
Mott: Basic Language Skills Program Red series--semi-programmed	Allied Educational Council
Open Court Remedial Reading Program Phonetic base	Open Court
Palo Alto Reading Program: Sequential Steps in Reading Linguistic base	Harcourt, Brace
Phoenix Reading Series High interest, low level very appropriate for urban children	Prentice-Hall
Sullivan Programmed Readers Available for children and also an adult series available	McGraw

PUBLISHER ADDRESSES

Academic Therapy Publications
1539 Fourth Street
San Rafael, CA 94901

Allied Education Council
P.O. Box 78
Galien, MI 48113

Allyn & Bacon, Inc.
Longwood Division
Rockleigh, NJ 07647

American Guidance Service
Publishers Building
Circle Pines, MN 55014

Ann Arbor Publishers
P.O. Box 388
Worthington, Ohio 43085

Borg-Warner
7450 N. Natchez Avenue
Niles, IL 60648

Bowman
622 Rodier Drive
Glendale, CA 91201

C. E. Merrill
1300 Alum Creek Dr.
Columbus, Ohio 43216

Chicago Archdiocesan Reading Service
126 N. Desplaines St.
Chicago 60606

Classroom Materials Company
93 Myrtle Dr.
Great Neck, NY 11021

Continuing Education Publications
Waldo Hall 100
Corvallis, OR 97331

Council for Exceptional Children
Jefferson Plaza Office Bldg--900
1411 S. Jefferson Davis Hwy
Arlington, VA 22202

Dexter & Westrook, Ltd.
958 Church St.
Baldwin, NY 11510

DLM (Developmental Learning Materials)
3505 N. Ashland
Chicago 60657

ECHO
350 W. 154th St.
South Holland, IL 60473

Educational Activities, Inc.
1937 Grand Ave.
Baldwin, NY 11510

Economy Company
5811 W. Minnesota
Indianapolis, IN 46241

Educational Developmental Laboratories
(see McGraw-Hill)

Educators Publishing Services, Inc.
75 Maulton St.
Cambridge, MA 02138

Educational Service, Inc.
P.O. Box 219
Stevensville, MI 49127

Educational Teaching Aids Division
A. Daigger & Company
159 W. Kinzie St.
Chicao 60610

Electronic Futures, Inc.
57 Dodge Ave.
North Haven, CN 06473

(ERCA) Enrichment Reading Corp.
of America, Inc.
Iron Ridge, WI 53035

Fearon Publishers
2165 Park Blvd.
Palo Alto, CA 94306

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Field Enterprises Educational Corp.
Merchandise Mart Plaza
Chicago IL 60654

Follett Educational Corp.
1010 W. Washington Blvd.
Chicago 60607

Garrard Publishers
Champaign, IL 61820

Grolier Educational Corp.
845 Third Ave.
New York NY 10022

Ideal School Supply Co.
Oak Lawn, IL 60453

Ideas in Education
Box 323
Villa Park, IL 60181

Instructo Corp.
Paoli, PA 19301

Interstate Printers and Publishers
19-27 N. Jackson St.
Danville, IL 61832

Instructional Materials & Equipment Distributors
1520 Cotner Ave.
Los Angeles, CA 90025

Judy Company
310 N. Second St.
Minneapolis 55401

Keystone View Company
(See Mast Company)

Ladaco Ltd.
310 W. Polk St.
Chicago 60607

Love Publishing Company
6635 E. Villanova Pl.
Denver, Colo. 80222

Mediax, Incorporated
21 Charles St.
Westport, CN 06880

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, NY 10020

Lyons & Carnahan, Inc.
407 E. 25th Street
Chicago 60616

Mast Development Company
2212 E. 12 Street
Davenport, IA 52803

Milton Bradley
Springfield, MA 01101

Open Court
La Salle, IL

F. A. Owen Publishing
Danville, IL

Prentice-Hall, Inc.
Educational Book Division
Englewood Cliffs, NJ 07632

Readers Digest
Pleasantville, NY

Scholastic Magazines, Inc.
906 Sylvan Way
Englewood Cliffs, NJ 07632

Special Child Publishers
4535 Union Bay Place N.E.
Seattle, Wash. 98105

Speech and Language Materials, Inc.
P.O. Box 721
Tulsa, Okla. 74101

(SRA) Science Research Associates
259 E. Erie Street
Chicago 60611

Stanwix House, Inc.
3020 Chartiers Ave.
Pittsburgh PA 15204

St. Ursula Academy
1339 E. McMillan St.
Cincinnati 45206

Teachers College Press
Columbia University
1234 Amsterdam Avenue
New York, NY 10027

Teachers Publishing Corp.
Darien, Conn. 06820

Teaching Resources
334 BoylestonStreet
Boston, MA 02116

University of Illinois Press
Urbana, IL 61801

Wahr Publishing
Ann Arbor, MI

Walt Disney Educational Materials Co.
800 Sonora Ave.
Glendale, CA 91201

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SUGGESTED READINGS

Aukerman, Robert C. Approaches to Beginning Reading. New York: John Wiley & Sons, Inc., 1971

DeHirsch, Katrina; Jansky, Jeanette; and Langford, W. Predicting Reading Failure. New York: Harper & Row Publishers, 1966

Johnson, Doris ; and Myklebust, H.R. Learning Disabilities: Educational Principles and Practices. New York: Grune & Stratton, 1967

Kirk, Samuel. The Diagnosis and Remediation of Psycholinguistic Disabilities. Urbana, Illinois: University of Illinois Press, Institute for Research on Exceptional Children, 1966.

Lerner, Janet. Children with Learning Disabilities: Theories, Diagnosis, and Teaching Strategies. Boston: Houghton Mifflin Co., 1971

Myers, Patricia; and Hammill, Donald. Methods for Learning Disorders. New York: John Wiley & Sons, Inc., 1969.